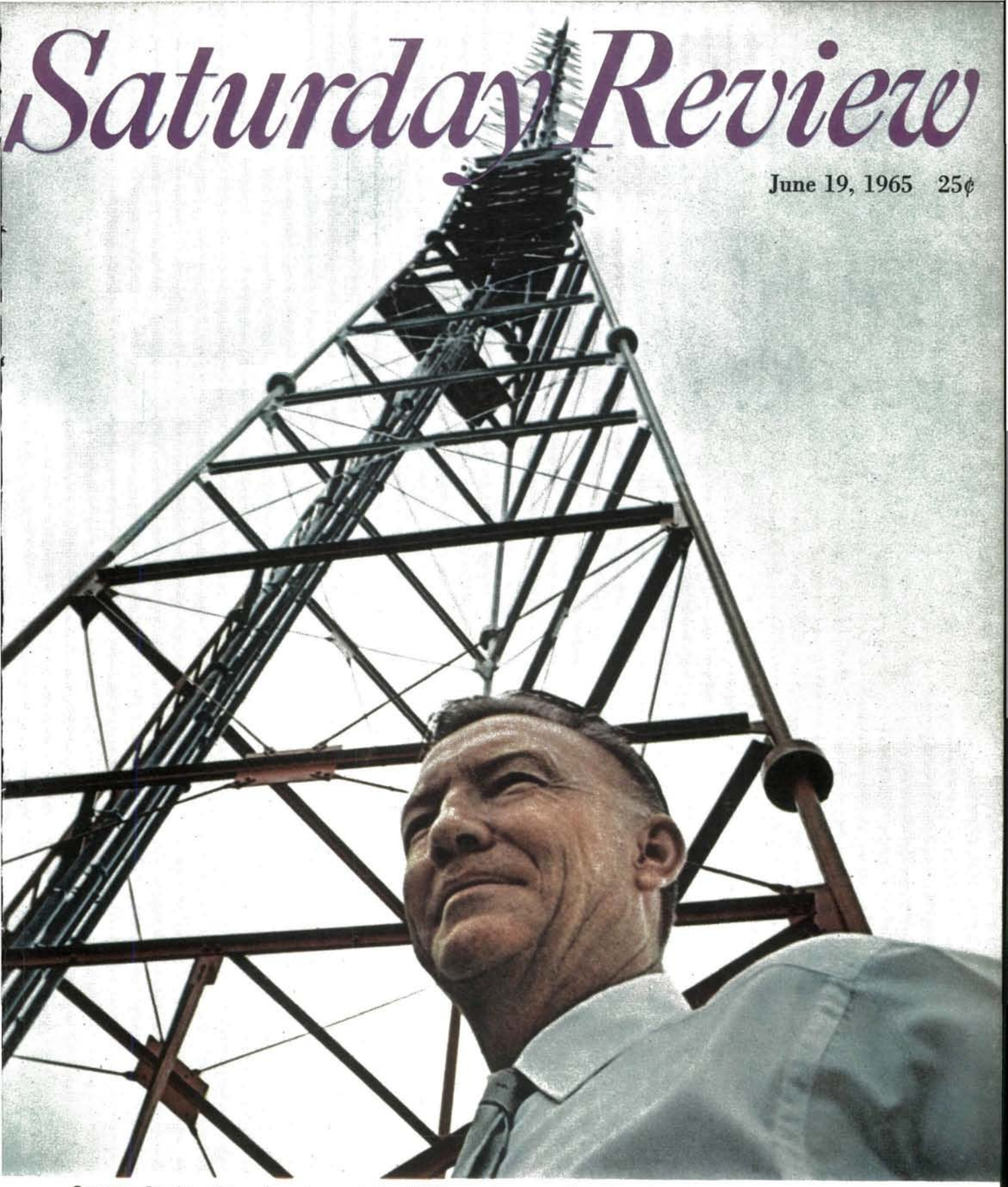
Saturday Review

June 19, 1965 25¢



Governor Rex Lee of American Samoa before ETV transmitter atop Mt. Alava, Pago Pago, Samoa (See Education)

EDUCATION

CLASSROOM REVOLUTION: REFORM MOVEMENT OR PANACEA?

By Theodore R. Sizer

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italy

is for people who like something beside the sea—Piazza San Marco for instance. The sea, after all, is the sea. It's the shore that counts. Take Venice, for instance, as privileged travelers have for centuries now. Beside that beach, you have the Bridge of Sighs, the gondolas, the Titians, Venetian lace and glass, and Piazza San Marco. Yet, considered simply as a beach, the Lido in Venice can match any in the world—grain for grain, wave for wave, bikini for bikini, (it took Roman ingenuity to invent bikinis, and Italian figures to do them justice).

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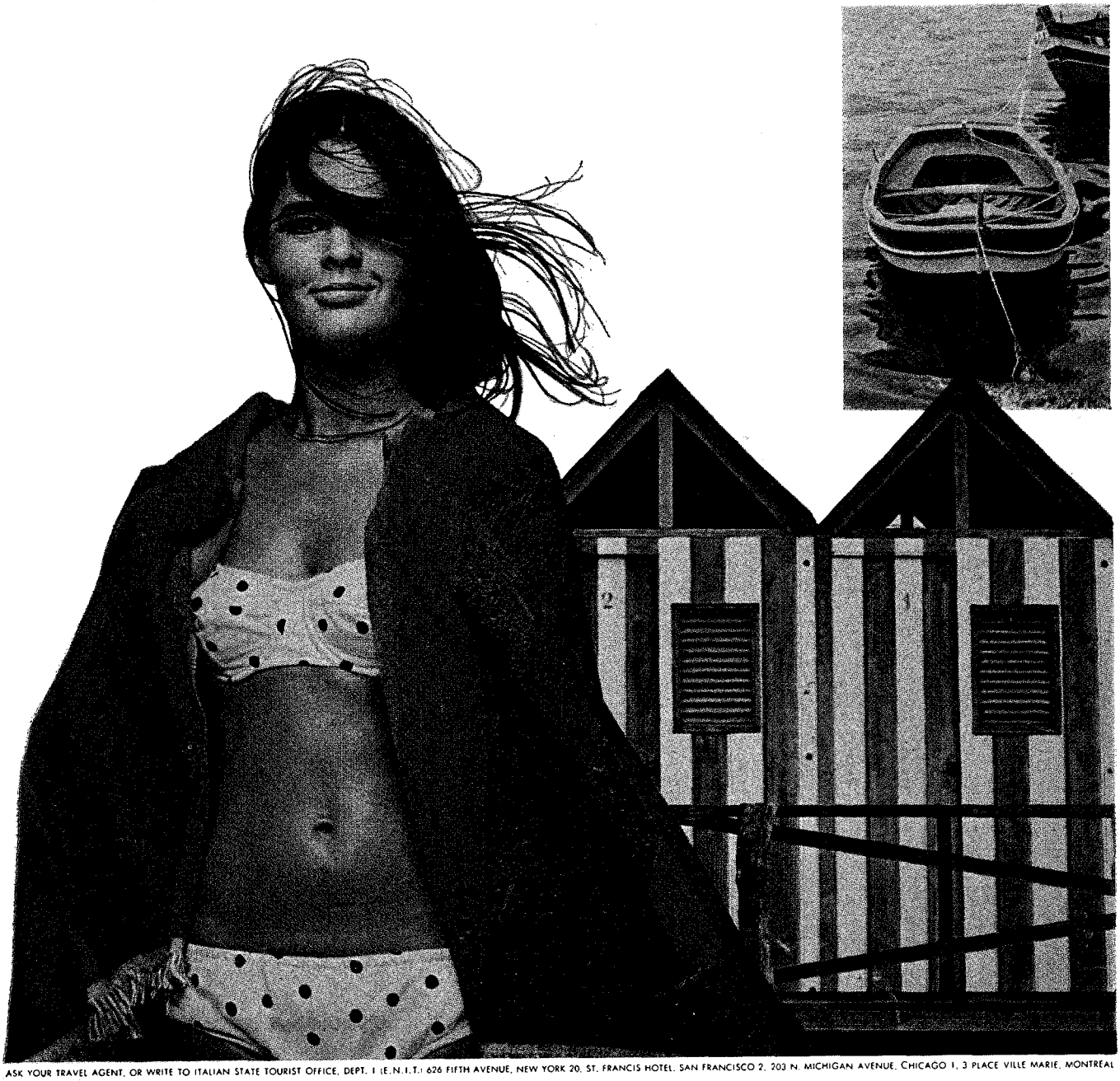

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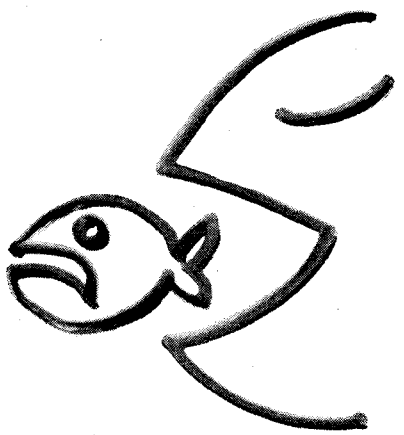

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Saturday Review

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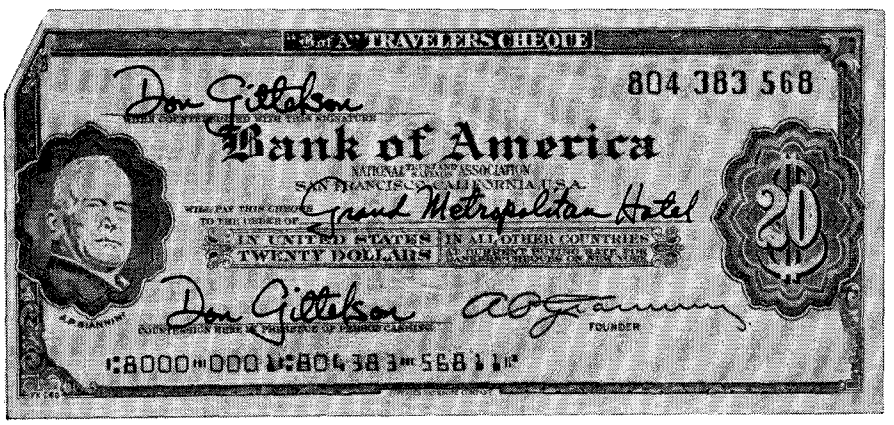

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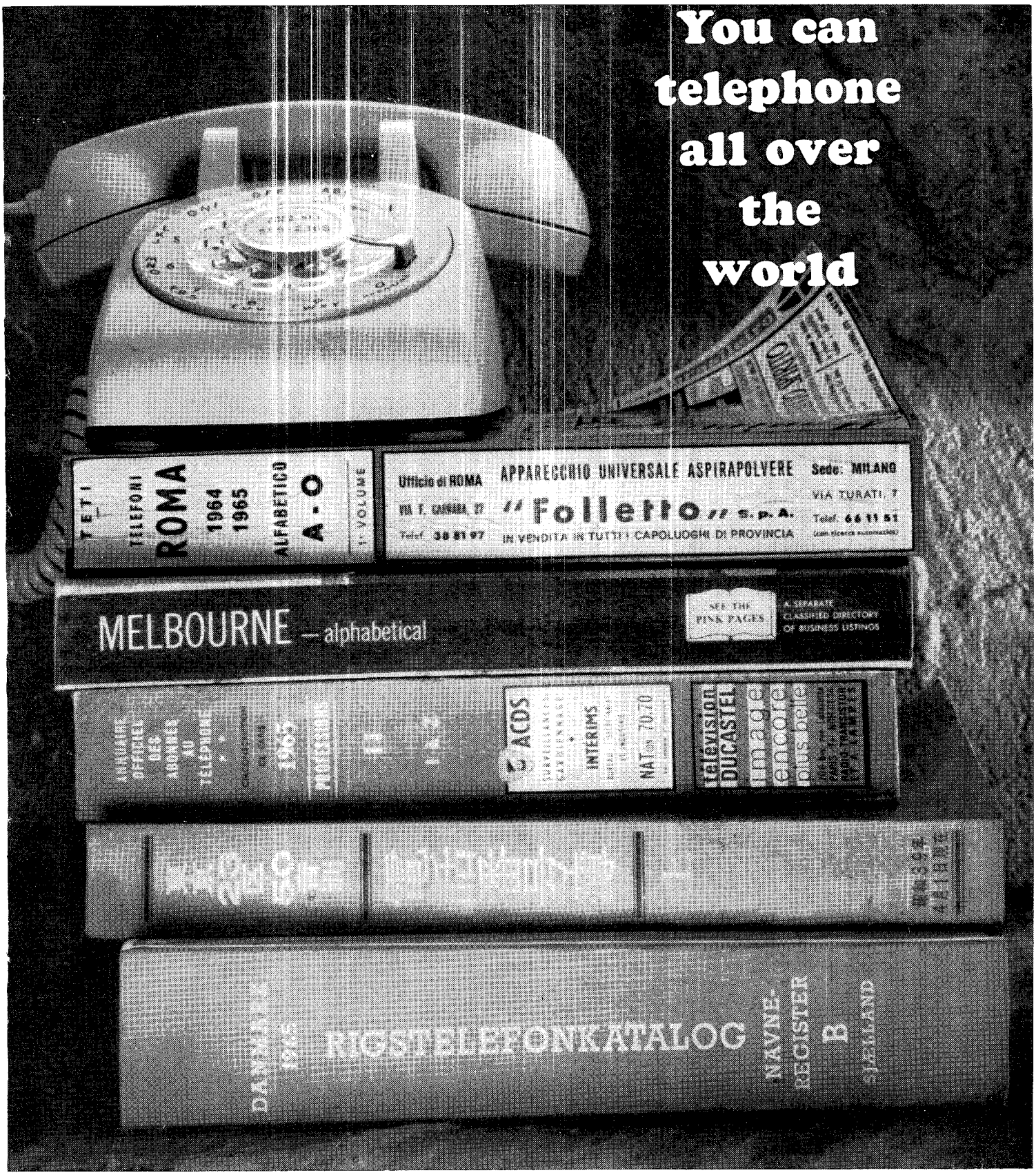

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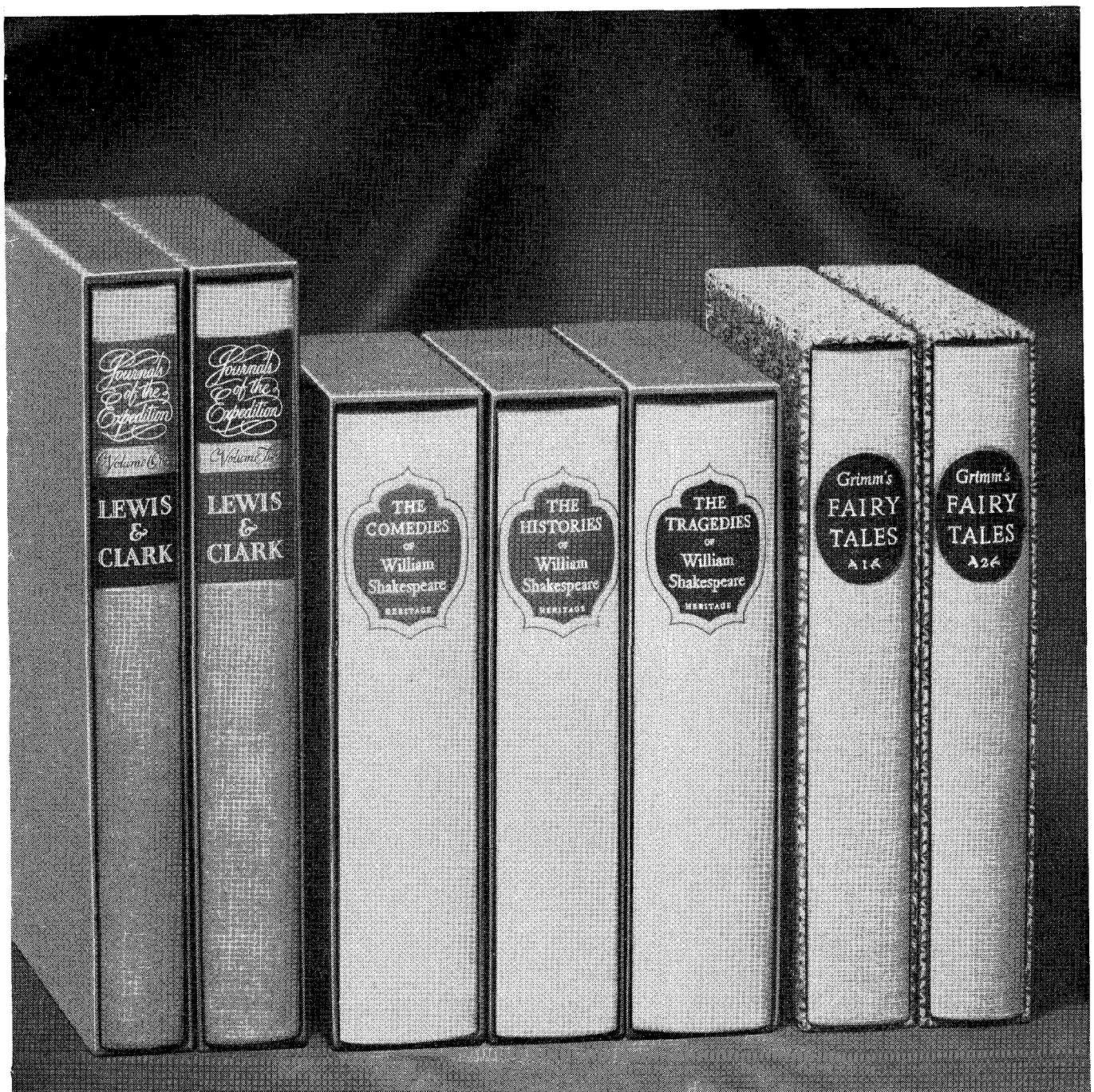

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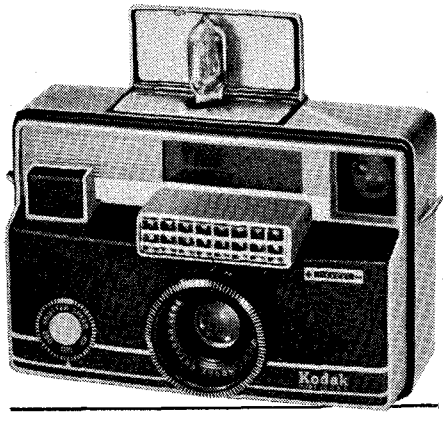

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—LOU D'ANGELO.

Sex and the Single Bystander

The Bystander

I HAVE noticed lately a saddening decline in the role of the bystander in street scenes. Whereas the bystander, a traditional figure in any event worth reporting, was once accorded his proper due, he is now treated all too many times with indifference and in many instances is ignored. As a result, many older bystanders are showing a reluctance to be active and the younger ones are bewildered. We may well face a future without bystanders.

The fault, I believe, lies with the reporters, especially those of radio and television who single out as bystanders people who have no right to the designation. Men and women who would scarcely qualify as bystanders are assiduously interviewed while the real bystander is either overlooked or is offended by inclusion among the eager, the untried, and the bogus.

Part of the trouble is in the city's size. The streets overflow with people—"A crowd quickly gathered" has become standard usage in news stories—and reporters, lacking experience and a precise knowledge of what a bystander is, assume that everybody present is a bystander. Thus the true bystander is confused with the passer-by, the onlooker, the idler, the sidewalk superintendent, the observer of powered hoists, the dog walker, and the woman shopper.

Merely being part of a crowd doesn't make one a bystander. If it did, the practiced bystander would have no reason to grumble. As it is, he often finds himself in a good position at the scene of some minor disturbance, waiting patiently to be interviewed when suddenly there is a rush of men with microphones and tape recorders who pay no attention to him but instead approach a blonde who arrived only two minutes earlier and is trying to find out what happened.

"You were a bystander, weren't you?" the television men ask her.

"Yes, I think so," says the blonde. "I mean I'm here. It's terrible, isn't it?"

At this point the real bystander is so disgusted he leaves the scene. A few

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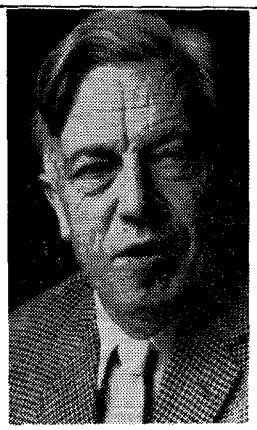

C. DAY LEWIS,

sometime Oxford don, mystery writer, essayist, and Latin translator, is first and foremost a poet. In his new book he explains the lyric and its relation to human emotions in prose that reads as easily as his Nicholas Blake mysteries and sings as splendidly as his poetry. Mr. Lewis believes that the lyric impulse flows from deep in man's heart, and that to deny it is to impoverish poetry. Charles Eliot Norton Lectures, 1964-65. $4.25

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collected the letters and papers of *The Keats Circle*. When they were first published *Saturday Review* commented: "These outwardly handsome and inwardly wealthy volumes annex a whole new province to the realm of exact factual knowledge about John Keats, his friends, associates, and posthumous admirers." W. J. Bate, Pulitzer Prize-winning biographer of Keats, wrote a preface for this new edition, which incorporates *More Letters and Poems of the Keats Circle* (1955).

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such experiences naturally embitter him, for the bystander who is worthy of the name takes bystanding seriously and is aware of his responsibilities. He has been known to anticipate a scene at which he becomes a bystander; and if, by sheer good luck, he chances on something unusual, he so quickly identifies himself with the matter that it seems staged for his enjoyment. The expert bystander can tell the real from the sham, the incident that promises excitement, the one that may be passed by.

Perhaps an instance will clarify things: Two men are on their way to lunch when they come upon a sidewalk fight between two drunks who have just been ejected from a saloon. This is the moment that separates the bystander from the passer-by. The passer-by is unwilling to stop; his companion, a veteran bystander, halts. As the fight goes on, the man who is getting the worse of it picks up a bottle and throws it at the other. He misses and the bottle flies down the street and hits the passer-by hurrying to lunch. The blow cuts his head and the blood ruins his white shirt and new seersucker. As he requires some patching, he has to forego lunch. His friend, meanwhile, having seen the fighters chased away by a policeman, goes to the restaurant and is surprised to find his friend has not arrived.

I may add that newspaper accounts of such brawls, when they do get into print, invariably refer to the man who was conked as a bystander. As we know, he was not a bystander but a passer-by.

The true bystander is and always has been—but not quite—a participant. It is he, and not the passer-by or onlooker, of whom strangers ask directions. In the great days of the horse, a rider who arrived at the tavern after a hard gallop always threw the reins to a bystander after he dismounted, never to a passer-by. The bystander, in other words, is a vital character in history and it is a pity he should now be the victim of sloppy reportorial practices, for I am afraid newspaper reporters have been influenced by television men.

Even the *New York Times*, which one would expect to keep faith with the bystander, doesn't seem to be sure what a bystander is. Not long ago an Albanian immigrant was ambushed and shot by two Albanian brothers after he had reneged on his promise to give his daughter in marriage to the younger brother. The shooting took place at 2 A.M. on the Lower East Side as the father and two other men alighted from a bus. The *Times* handily disposed of this pair: One, it said, was an Albanian, the other a bystander. —JOHN FERRIS.

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A Volume That Speaks Volumes

Already, the images are getting a bit fuzzy—like those of a noisy, fast-moving dream whose "unforgettability" doesn't last beyond the first sip of the morning's orange juice.

Yet, there were many sights and sounds of that 1964 Presidential Election Year well worth recalling. And NBC News, which pursued that story from March's pre-Primary politicking in New Hampshire right through November's agonizing after-thoughts in Arizona, has now recaptured it all for the printed page.

History in Motion

In a handsome, exciting and important book entitled "SOMEHOW IT WORKS," Chet Huntley, David Brinkley and their NBC News colleagues have not only recalled for us the tempo and temper of America in an Election Year; they've given us a dramatic, step-by-step account of how our nation goes about selecting its Chief Executive.

The volume is no stuffy recounting of details. Most of its words come directly from the NBC newscasters, candidates, statesmen, spectators, delegates, winners, losers and never-were's—words spoken at the very time and scene of the action.

Even for NBC-TV audiences who followed the Election Year rather closely, the real attraction of "SOMEHOW IT WORKS" (Doubleday, $15) will be one of rediscovery rather than review. Somehow, the whole story becomes terribly suspenseful once more, even though we now know how it all came out.

The recollections evoked in the book's 60,000 words and more-than-100 gravure photographs cover both the serious and lighter sides of the 1964 political races... Henry Cabot Lodge's Primary victory from afar (10,000 miles afar)... Bill Scranton's acid-etched letter to Barry Goldwater... Newsman John Chancellor's on-camera narration of his own arrest on the Cow Palace floor ("It's hard to be dignified at a time like this")... Bull Connor's "Get that microphone out of my eye"... and, just about everywhere, the crowds—intense, excited, bored, noisy, jubilant and dead-panned, but all part of a quadrennial phenomenon that manages to get a job done in spite of itself.

In fact, that's the very thought implicit in the book's title, a phrase taken from a Brinkley observation at one of last summer's Convention demonstrations. "It is," he said, "partly political, partly emotional, partly propaganda, partly a social mechanism, partly a carnival, and partly mass hysteria. It can be described as nonsense, and often is—but *somehow it works.*"

A Study in Democracy

It is inevitable that the book should mirror the thoroughness with which the dedicated personnel of NBC News covered that 1964 Election story. But the pages also reflect the strengths, the awkwardnesses and the staying power of the democratic process. As Chet Huntley puts it in the epilogue, it may well have been an Election Year marred by "too much vulgarity and meanness; too little nobility and inspiration. But the continuity of the system by which we govern ourselves, remains intact." In that sense, at least, it was an Election in which there were really no losers.

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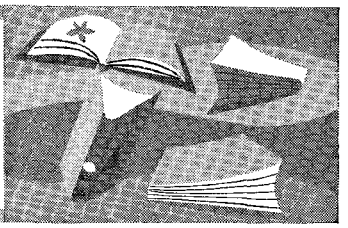
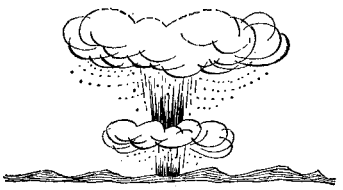
Trade Winds



July 16 will be the twentieth anniversary of the first atomic explosion in history. Three books will mark the day, all to be published within the next several weeks: *Day of Trinity,* by Lansing Lamont (Atheneum); *Atomic Diplomacy: Hiroshima and Potsdam,* by Gar Alperowitz (Simon & Schuster); and *The Decision to Drop the Bomb,* by Len Giovannitti and Fred Freed (Coward-McCann).



Each approaches the subject matter from a different point of view. Each will serve to document a day that the world wishes in vain had never happened.

The vivid, personal recollections of the men who went through this day at the test site in Alamogordo, New Mexico, are simple and straightforward. But in the context of what was happening, each ordinary word has a chain reaction of its own.

The words that will appear in *The Decision to Drop the Bomb* are part of those recorded on 130,000 feet of 16-millimeter film in the making of the NBC documentary of the same title. Freed and Giovannitti spent a full year traveling around the world, tracking down virtually every living person who had anything to do with that day and recording their impressions on film. They returned with more than sixty hours of recorded interviews and dozens of anecdotes, on and off the record. This in turn led to the book, which interprets the political aspects of the decision.

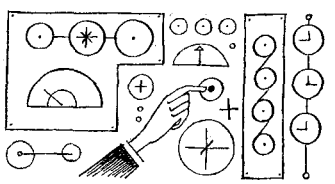
The awesome day, which marks the first time that man could, if he wished, utterly destroy himself, seems even more awesome twenty years later. Even the names associated with the event have a somber and perilous ring to them. The test code name "Trinity" has obvious religious overtones. The sector of the Alamogordo Air Base where the test took place is known as *Jornad Del Muerte* (Journey of Death), named because its treacherous topography and climate struck down many men aboard the Spanish wagons that used to pass through there.

On the day of the test Robert Oppenheimer was superstitious. He made a ten-dollar bet with George Kistiakowsky, the explosives expert, that the bomb wouldn't work. When the peach-and-purple fireball billowed in the sky, Kistiakowsky said wryly: "Now you owe me ten dollars." But Oppenheimer had no money with him at all.

Five of the men reporting on this historic day in *The Decision to Drop the Bomb* articulate their remembrances with stark simplicity. There is Kenneth Bainbridge, in charge of the Trinity test and the complex system of switches; George Kistiakowsky, responsible for the explosives involved; General Leslie Groves, director of the Manhattan District; Donald Hornig, a young scientist then, and now an adviser to the President (he sat at the top of the tower in the rain, reading a book by H. Allen Smith); and Robert Oppenheimer, in over-all charge of the operations at Los Alamos.

Kenneth Bainbridge speaks first: "There were a few clouds but this was going to improve with time. So at 4:45 A.M., we decided to go ahead with the test."

George Kistiakowsky: "Each switch was under lock and key and Bainbridge was the only man who had a key. First



switch was right under the tower. He opened the box. McKibben and I watched him as he closed the switch. The box was locked."

Bainbridge: "Not that I distrusted anybody but I felt more comfortable having those switches locked. And the switches were closed by McKibben at 5:10 and the countdown began."

Donald Hornig: "The sequence of events was all controlled by an automatic timer, except that I had one knife switch, a mechanical switch, which could stop the tests at any moment, up until the actual firing. . . . It was terribly important to preserve the bomb for a second attempt, if anything should go wrong."

Leslie Groves: "Back at the camp about two or three minutes before the explosion, we all got on the ground, face

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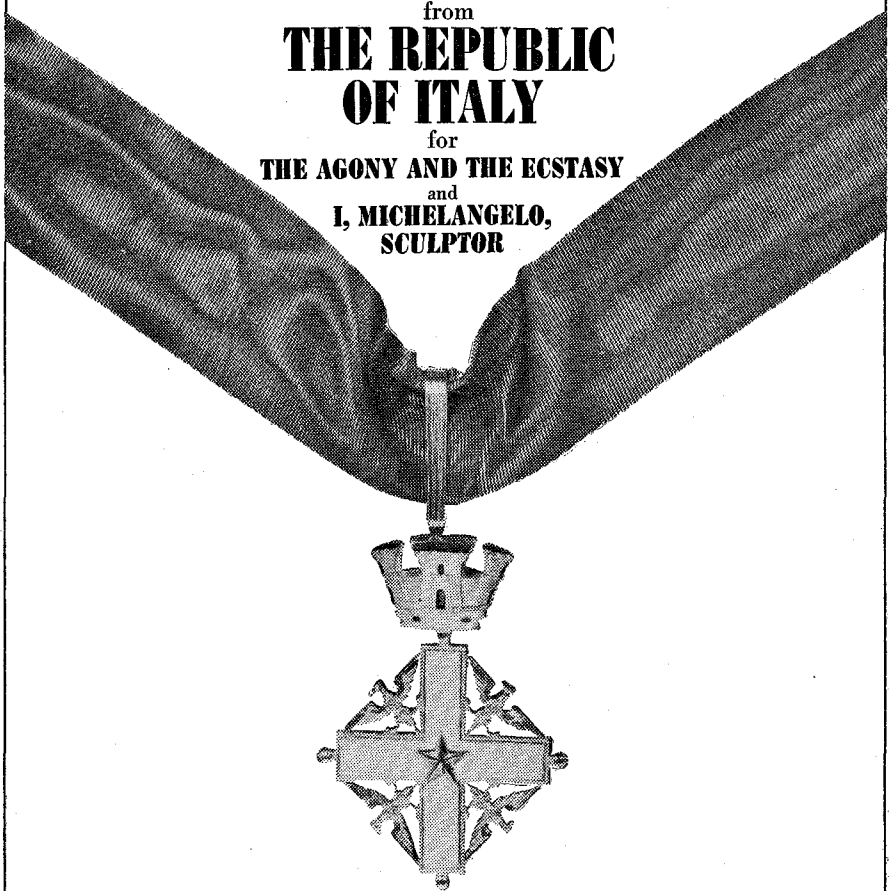

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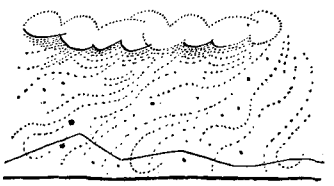
down, and waited with our feet toward the explosion and the orders issued were that nobody should turn to look at the explosion at the countdown until they saw the light."

Bainbridge: "Another switch was closed by McKibben at 45 seconds before zero and at that time Don Hornig took over the stop switch."

Hornig: "I kept on telling myself that the slightest flicker of the needle, my reaction time is about half a second. I can't take away my attention for a second for even a fraction of a second and so my eyes were glued and my hands were on the switch and then I could hear the timer counting three, two, one."



Kistiakowsky: "And then all of a sudden an incredible flash of light illuminated everything many, many times brighter than sunlight does in New Mexico at noon on a bright day. . . ."

Hornig: "Aside from being tremendous it was one of the most esthetically beautiful things I have ever seen. . . . And the colors would unfold from the interior. I mean it would darken in places and open and a new burst of luminous gas would come to the surface. . . ."

Robert Oppenheimer: "We knew the world would not be the same. Few people laughed, few people cried. Most people were silent. I remembered the line from the Hindu scripture, the *Baghavad Gita:* Vishnu is trying to persuade the Prince that he should do his duty and to impress him takes on his multiarmed form and says: 'Now I am become death, destroyer of worlds.' I suppose we all thought that, one way or the other."

Bainbridge: "And then the feeling, I think, which was growing in everyone at that time when I shook hands with Oppenheimer. I said, 'Now we are all sons of bitches.'" —JOHN G. FULLER.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1627)

OGDEN NASH:
MARRIAGE LINES
(Tin Wedding Whistle)

Though you know it anyhow,
Listen to me, darling, now:
Near and far, near and far,
I am happy where you are;
Likewise I have never larnt
How to be it where you aren't.
In fact, I care not where you be,
Just as long as it's with me.

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Be sure to look for this familiar brand on the front of every box.

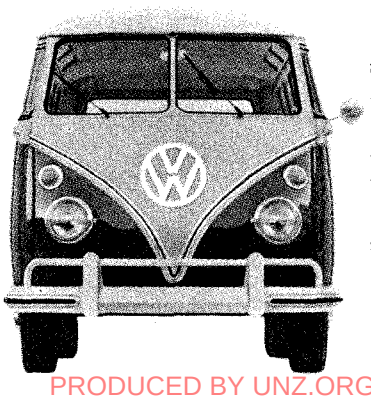
You won't have to look very hard, because the Volkswagen Station Wagon carries the biggest chrome brand in the business.

But then, our box carries the heaviest load in the business: over a ton of things. (In 170 cubic feet of space.) Almost twice as much stuff as the biggest regular wagon holds.

If the stuff is bulky, 5 big doors take the pain out of loading and unloading it.

And if the stuff is people, the box takes 9.

What it doesn't take much of is oil. (5 pints is all.) And a box that averages over 20 miles per gallon doesn't take much gas either.



When it comes to windows, you can give 2 to each passenger (and keep 5, plus the adjustable sunroof, for yourself).

Our wagon is only 9 inches longer than our sedan, so you can park it in a space that's 4 feet too short for ordinary wagons.

But maybe you've decided you don't really want an ordinary wagon. That kind of thinking can get you into a box.

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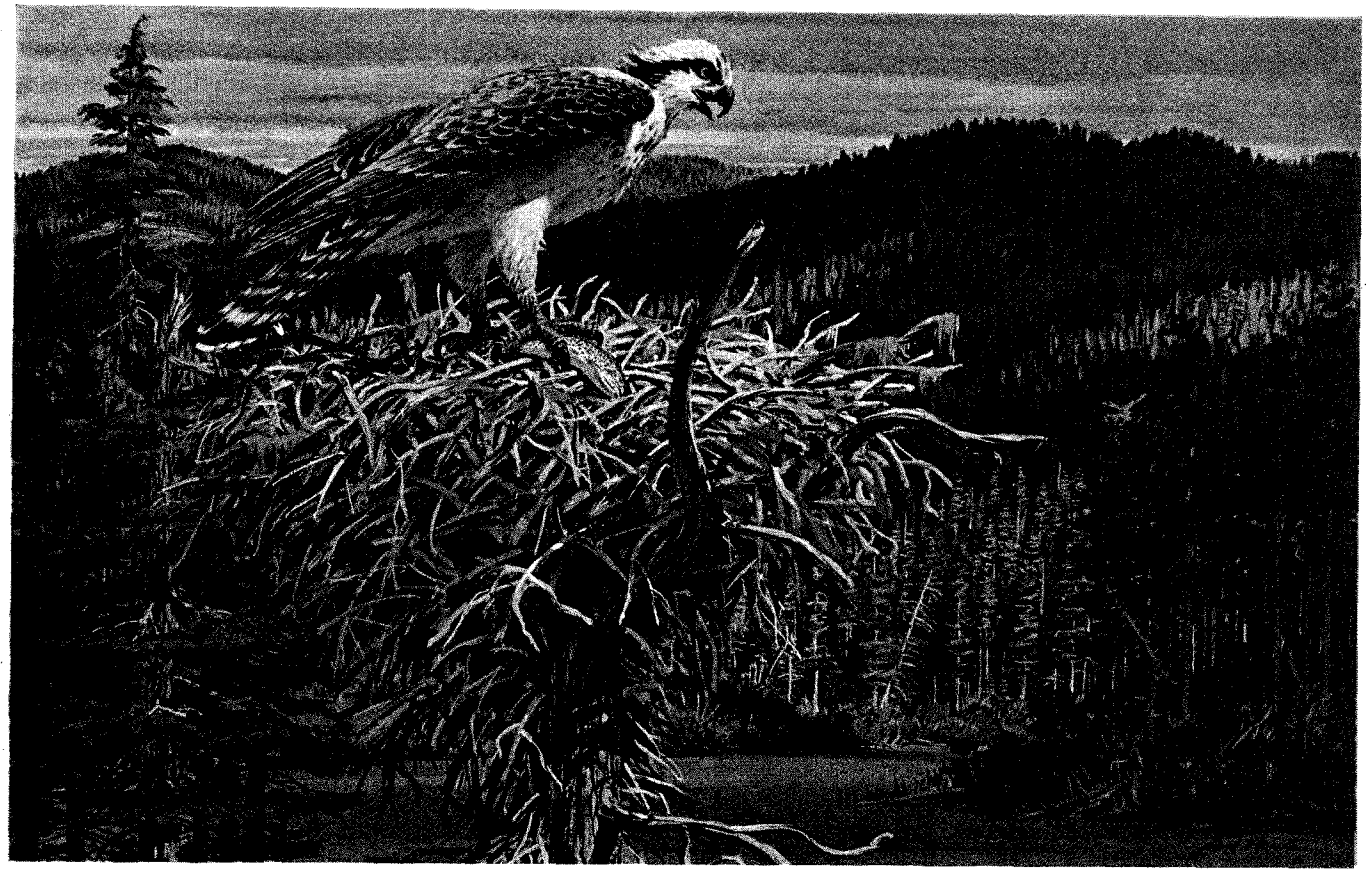

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Industrial chemicals. Business and specialty papers. Plastic coated paperboard milk cartons. Frozen food containers. Exotic plywoods.

The list of Weyerhaeuser wood products now numbers into the thousands.

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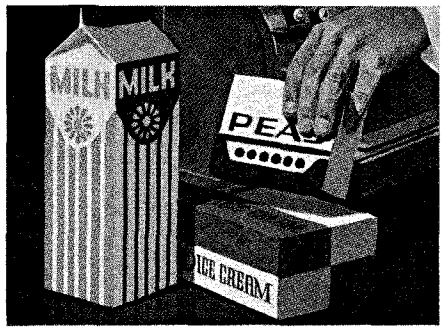
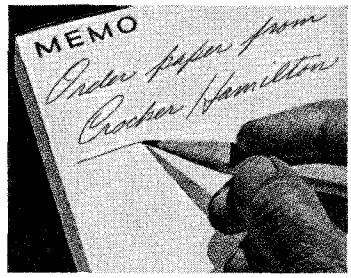
Whatever our researchers *do* develop in new products, we'll always have the wood fiber to make them. Today, or a century or two from now.

If you would like additional information about the new things that come from wood, send for our free booklet, "From Weyerhaeuser tree farms to you." Write to Weyerhaeuser Company, Box A4, Tacoma, Washington 98401.

Wood paneling to fit any budget



Colorful cartons for almost every product



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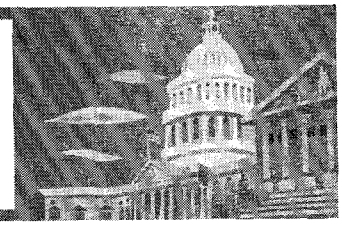
State of Affairs



Summer of Discontent

WASHINGTON.

THE Johnson Administration is now bracing itself for what is widely considered to be the crucial testing period in Vietnam. And since nobody quite knows how bitter, how bloody the fighting will get during the next few months of the monsoon period, plans for almost every eventuality have been made. As of the first of June logistical preparations are under way that would enable the United States to increase the number of American troops at a rapid pace to 70,000, or to an even higher figure. The decision to commit American troops to actual combat has not yet been made, but daily the dividing line between what is called "aggressive patrolling" and combat is getting thinner and thinner.

At the same time, there is growing evidence that the Vietcong are stepping up their activities. Despite the bombing of their supply lines, they are getting heavier reinforcements from regular North Vietnamese troop formations and a steady supply of Chinese weapons and ammunition. It is generally believed here that they are preparing for the crucial showdown in order to take advantage of the monsoon season, which is their best chance to inflict losses on the South Vietnamese and the United States. The jungle now is steamy and the clouds are low. This gives guerrillas protection on the ground and makes regular and continued air reconnaisance more difficult, especially in South Vietnam. In the North the visibility remains better, but the general assumption is that the war will not be decided by bombing the North but in ground combat in the South. And unless the United States can prove that it is able to withstand the Vietcong attacks during the rainy season and at the same time preserve the stability of the government in Saigon, all attempts to bring about negotiations are likely to be in vain.

Nobody seems quite certain how well or how badly the war has gone so far. President Johnson exudes confidence, and at the Pentagon, though there is some uneasiness, the expectation is that the South Vietnamese, with powerful American support, are at least holding their own. The bombing of North Vietnam, according to reports from prisoners, has had a depressing effect on Vietcong morale—the number of deserters to the South Vietnamese are increasing—and the landings of American Marines and paratroopers have forced the enemy to divert some of his strength from Saigon. How much the morale in the South Vietnamese capital has actually improved is difficult to judge. Earlier optimism has been somewhat dashed by the most recent attempt at a coup d'état.

The favorable interpretation of the war situation as generally presented by American officials, however, is not shared by the British counter-insurgency expert R. G. K. Thompson (who owes his reputation to the successful campaign against the Communist guerrillas in Malaya, which he helped to organize). He has until recently been acting as an adviser to the American and South Vietnamese Special Forces and therefore ought to have considerable inside knowledge about the situation in general and the guerrilla war in particular. According to him, the Vietcong control most of the countryside and are now ready to carry terrorism and subversion, which he considers will be the war's decisive phase, into the towns of South Vietnam—something they have so far avoided on the whole. Nor does he believe that the bombing of North Vietnam will decisively influence the attitude of Hanoi. These views, coming from an observer on the sidelines, give one pause.

But even if they have concerned the American experts, President Johnson by now feels so deeply committed to the defense of South Vietnam that he could not afford to withdraw without a catastrophic loss of prestige throughout Asia. On the contrary, having failed to get the opponent to the conference table, he sees as his only choice further escalation of the American war effort to insure against any serious military setbacks.

Evidence of an increased involvement on the part of the Soviet Union is further complicating the many American dilemmas. There is already published evidence that Russian specialists are installing anti-aircraft missile launchers, the so-called "Sam-sites," around Hanoi, and there is also the possibility that the Soviet Union will send some up-to-date fighter planes to North Vietnam that would presumably have to be flown by either Russian or Chinese pilots. The question whether these "Sam-sites" should be bombed before they can become operative is now being debated inside the Johnson Administration, but so far the President is opposed to it. He also remains opposed to the bombing of nonmilitary targets. The British Government, at least, has indicated that if he changed his mind, it might not be able to continue to give public support to the American conduct of the war in Vietnam.

THE calculation of American experts that neither the Soviet Union nor China wants to get too deeply involved in this war has so far proved to be correct—the Russians because they want to keep the policy of coexistence alive, and the Chinese because they are firmly convinced that the North Vietnamese, with an army of about 235,000 men, do not need additional manpower. And, despite what Mr. Kosygin told the American industrialist Cyrus Eaton, there is no evidence as yet that the Soviet Union is pooling her forces and resources with China. About three months ago the rivalry between the two was so fierce that Peking refused to transship Russian arms to North Vietnam. At that time the Russians approached the Indian Government, I am told on good authority, for permission to fly their planes to North Vietnam via India, but the Indians refused. Since then at least the problem of transshipment via China seems to have been settled, but the bitter polemic in the Soviet and Chinese press about a joint policy for aiding the North Vietnamese continues. Whether a pooling, as Mr. Kosygin indicated, might become possible under the pressure of events remains to be seen. At any rate, the evidence still indicates that the Chinese want to prevent Moscow from gaining greater influence in Hanoi. From now on, though, more and more prestige is being invested on both sides, the American and the Communist, and the most disturbing aspect of this confrontation is that it is also more and more becoming a test of strength between these two worlds.

—HENRY BRANDON.

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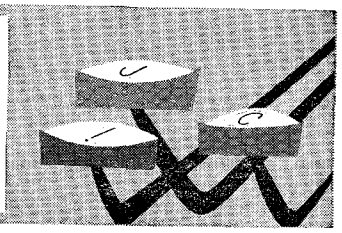
Manner of Speaking



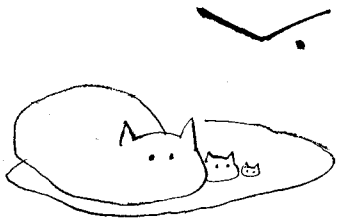
Foamrubbersville: Los Angeles obviously believes in its own existence but it is hard for the visitor to share the native faith. The faith itself is as nebulous as it is intense—as all enduring faith should be—but one really needs to be born to it, for conversion comes hard. Like its central shrine, which is, of course, Hollywood, Los Angeles does finally flicker as if with life, but only as the projection of a canned illusion, its animation available for a price only in certain selected darknesses. But no matter how carefully the illusion is prepared, it remains blatantly imperfect.

In the perfect illusion, one is lost. To leave the dark cave of the projected dream and to come face to face with the world again is a shock. The soul has been wholly swallowed into the fantasy.

But in Los Angeles the illusion is forever calling attention to itself—like the sweaty sincerity of Phil Silvers emceeing a charity show, or like the relentless in-jokes of the all-star performers. In Los Angeles the citizens, all of whom come from Iowa, are either actors or cameramen, and the cameramen never hesitate to walk into the scene, or to toss in a shot of the director at lunch, or to look into their own lenses as if they were staring the wrong way down a telescope for a diminished and removed glimpse of reality.

In Los Angeles everyone wants to tell you what dream he is having at the moment, and to explain the necessary camera angles, with the result that everyone instantly stops dreaming and becomes technical about the real presence of his own—and everyone else's—unreality.

Judith and I were touring the cardboard cutouts after a few days at Caltech, where I had been lecturing, and gawking at another and separate dream called Pasadena, a collage of white Protestant American money on a background of irrigated desert. Each palace there rises from its own rain forest, but turn off the valves of the water mains for a month and the desert will leap back as if it never had been away—as if it had awakened from a dream of its own. Bud Orenstein, who once, in a dream called the USAAF, had co-piloted the ship on which I had been excess-baggage gunner, and who is now writing insurance on whatever is collectible from dream-breakage, was acting, along with his wife, Florence, as our liaison with unreality. And as an early check on our various dream-states, we all took off on a tour of Universal City, setting off in a gay tram while an engaging young man named Tom Mack spieled us through the shadow-factory. It was, let me say, an enthusiastic and informed spiel, and I hereby award Tom Mack my imaginary gold button as Chief of Guides for his two-and-a-half-hour tour of Universal's sound stages, TV locales, Western towns, European villages, Norman castles, suburban streets, and the whole false-fronted array of dreamland, all capped by a gusty frontier brawl staged for us by a company of stunt men who fell from roofs onto foam rubber rocks,



bashed one another with bloodless abandon, and managed a real sense of general mayhem. All the watcher need do is shut one eye to kill off his depth perception (thereby entering the world of the camera lens), and instantly the punches will really be landing and the clubs will really be cracking heads.

I am not sure, in fact, but what one should go through all of Los Angeles with one psychic eye closed. The only possible mistake is in trying to perceive depth there.

But the Universal City tour was little more than a briefing. To make sure we had touched the heartland of the depthless, we announced a school holiday for the Orenstein kids, Peggy and Jimmy, and all of us took off for Disneyland.

Reader, as Dante did not say, it has to be seen to be disbelieved: imagination cannot doubt it sufficiently. As Dante almost but not quite did say:

> I never saw so bright,
> so blank, so prettified a nothingness.
> Its very memory marzipans my sight.

But—to continue in a pastiche of greatness—"since it came to good, I will recount the gist of what I found revealed there by gaud's grace."

We had done the monorail, the fake highway ride, and whatever you call that spin-the-airplane wheel. Now Jimmy and Peggy were all abuzz for the submarine ride. By that time we had put in nearly two hours in Mr. Disney's overfrosted cake, and the thought of looking out of an underwater window at something as real as a fish was sweetly promising. Into the endless line we went and—eventually—down into the tube-on-rails of the imitation submarine to stare out at the water, ready to see the grottos of the sea. I was expecting some sort of Marineland, and even the recorded voice of a fake submarine captain calling off garbled diving instructions and accompanied by a gush of bubbles across the windows was not enough to sicken my hope.

Down into the illusion we went, the water shining around us. And there were the creatures of that toy-store sea. There were fish, all right—and electric eels, and sea monsters, and even mermaids, plus the ruins of Atlantis, and a trip to the North Pole—but every creature in that water shop was made of foam rubber and powered by electric motors. There wasn't the grace of a single live fin in the whole sterile pond.

Not since I sneaked into the movies to see Tom Mix and found myself watching Rudolph Valentino in an obvious advertisement for pomade have I felt such a letdown from the adventure of hope.

"Bud," I said when we were back from the seven seas, "let's sneak out and buy some goldfish and dump them into that pond."

"Son," my guide said to me, "this water is chemically treated to protect the gizmos and to keep the windows clear. A real fish can't live in it."

And so I had my parable. *The true dream of the angels is to create that artifice in which the real cannot survive.* Philosopher Disney has exemplified Hollywood's own *summa.* And not even by precept, I found myself thinking at first, but simply by his act of being himself; as naturally as a salmon migrates, beyond all theory of geography, oceanography, and its own seasons; with the instinct of the simple soul, its revelation in its own essence. I was ready to see him as the incarnate myth of all that is naturally depthless. A purity of uncalculating mindlessness.

Then, passing a plaque on Disneyland's Main Street, I read:

> Disneyland is dedicated to the ideals, the dreams, and the hard facts that have created America . . . with the hope that it will be a source of joy and inspiration to all the world.

And suddenly there was no essence, and I saw instead the shyster in the back room of the illusion, diluting his own witch's brew with tap water, while all his gnomes worked frantically to design a gaudier and gaudier label for the mess. And I wondered why anyone would leave even Iowa for this.

—John Ciardi.

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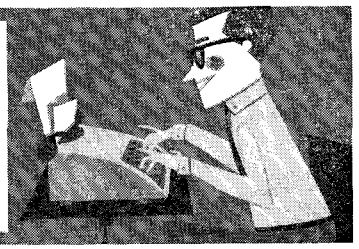
Top of My Head



Personal, But Not Too

THE TWO newspaper features widely read in our home are the weather and horoscope columns. Not by me. My wife reads them to me every morning as I leave for the office. I've managed to live with these daily recitals only because of her attendant dialogue, which I will give you a sample of herewith.

"Thundershowers," she says.

"So?" I say, gazing out through a sun-spattered window.

"So, take a raincoat."

I reach into the closet and drag out a raincoat.

"Not that one. I just had it cleaned and pressed. Wear the one I got you for Father's Day."

She did. In 1961. A tissue-paper-thin, shapeless gabardine that even Shylock would not have spat upon. Much less a thundershower.

That night I return carrying the raincoat over my arm.

"What happened to the thundershowers?"

"The wind veered," she says.

"Veered?"

"The wind veered. They announced it on the radio a few minutes after you left. They hadn't expected it to veer but it veered."

Veered is the word for the day.

With the horoscope column it becomes a little more complicated. Every morning she reads my horoscope to me. She also reads me her horoscope for the day. It seems our horoscopes are seldom compatible and this is a source of great worry to her. She feels certain our marital status is in jeopardy. She has felt this way for about thirty-five years.

It seems I'm a Capricorn. And from the way she has our compatibility figured out she must be a Montague. And you know how they got along. Any day now I expect her to suggest the hemlock bit.

One day I suggested that I had not hidden my birthdate from her. It was, in fact, her first question after we had been introduced.

"I know," she said, "but I thought in time I could overcome it. Being a Libra I'm well balanced."

Actually she's neither. But I don't fight that kind of talk. Being a Capricorn, I never let it get my goat. Instead I try reason, logic, and other unfair tactics, as I do in all our misunderstandings. Most of the time I quietly quote Julius Caesar:

"Men at some time are masters of their fates," I say softly. "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings."

"Oh yeh? And you know what happened to Julius Caesar. Shot down like a dog."

Sometimes in the heat of the discussion she corrects herself and says Sid Caesar.

For several weeks at a stretch my horoscope seemed to say the same thing: "Don't sign anything today." This warning was repeated to me every morning as I left for the office. All that got me were some second notices on bills for which I had not signed checks.

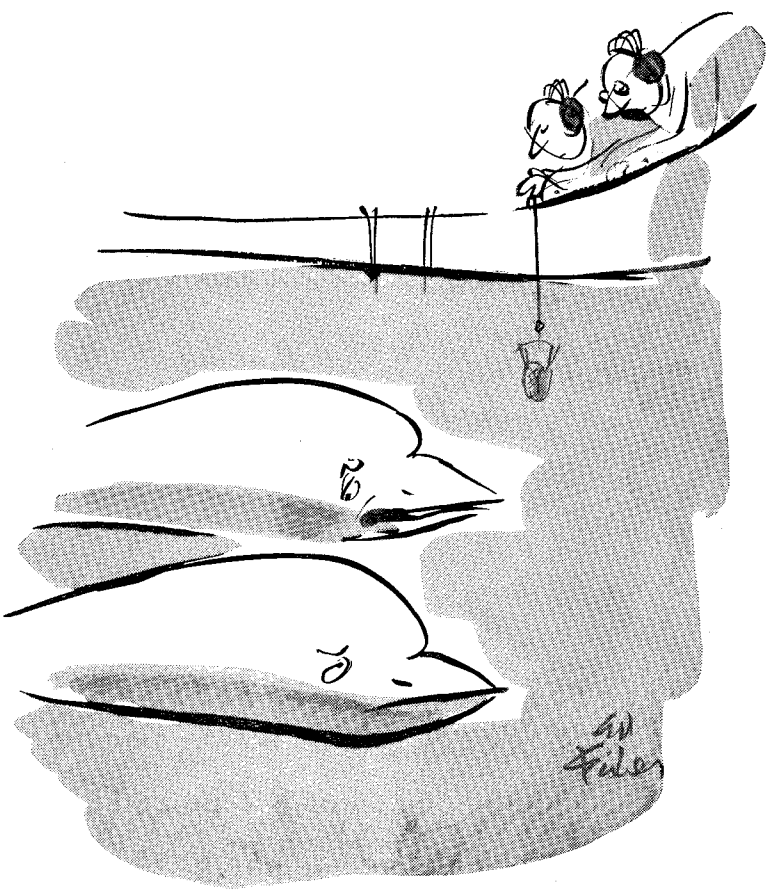
For some years now she has developed a correlativity between her horoscope and Chinese fortune cookies—the thirteenth symbol in her zodiac—the sign of the Subgum. Any night she may be found in one of these dens carefully selecting a lucky fortune cookie after a close and lengthy inspection, when anyone knows you can't tell one Chinese cookie from another. There is often a contradiction between the prediction of the horoscope and the cookie. At such a time she chooses the more pleasant.

But it's when plans are being formulated for traveling South on a winter's vacation that the horoscope gets its biggest play. Certain days are advantageous to think about traveling, certain days to pack for traveling, and finally one certain day actually to travel. For this last step of the trip she adds to the horoscope *The Old Farmer's Almanac.*

Since plane reservations cannot be made horoscopically—and don't think she hasn't phoned to try—she must deduce at least a week in advance a certain propitious trend in her horoscope, which she measures up against the *Farmer's Almanac* for clear flying weather. Somehow she finally manages to match them—you give a little, you take a little—and off we go to the airport.

Once on the plane and we have fastened our seat belts, she is relaxed and content in the indisputable knowledge that her star will see her through. And once the door is banged shut and the engines begin their terrifying din, I notice she supplements it all with a softly murmured prayer. And why not? He did put the stars there, didn't He?

—Goodman Ace.



"Pssst—they're listening again. Keep talking gobbledygook!"

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Saturday Review
June 19, 1965

CALIPERS ON THE HUMAN MIND

Why we misbehave like human beings was the question, and behaviorism was the answer—or was it?

By JOSEPH WOOD KRUTCH

ABOUT THE TIME of the First World War and for a few years thereafter, advanced thinkers were more likely to invoke the name of Watson (no first name or initial necessary) than that of Sigmund Freud. This Watson (John B.) is not to be confused with either Sherlock Holmes's dumb friend or with the late Thomas John ("Think") Watson of IBM. He was instead the high priest of the newest new psychology, called behaviorism, and behaviorism was supposed to explain for the first time not only Why We Misbehave like Human Beings but also how all this could be corrected.

The first principle of behaviorism was (and of course still is) a somewhat paradoxical proposition: The mistake of all previous psychology was to concern itself with the psyche—which is, in actual fact, either nonexistent or, what comes down to the same thing so far as science is concerned, not anything that can be observed. Behavior, therefore, is the only thing worth bothering with. Moreover, behavior is the result of conditioning, and conditioning, though now usually random or accidental, can be planned by working psychologists. Hence behavior can be made to become whatever we (or rather whatever the behaviorist psychologists) want it to be.

We had, it was pointed out, learned a lot about rats simply by observing their behavior, without bothering to wonder what their mental processes might be, much less whether they had "souls," "psyches," or anything else needed to complete the picture of the ratness of rats. We could learn just as much—in fact, all we need to know—about the humanness of human beings by the same methods because we, though no doubt somewhat more complicated than rats, are not essentially different. Similarly, Pavlov was to convince us that once we knew how a dog's salivary glands could be made to function at the sound of a dinner bell, there were obviously no remaining secrets of the soul that would not be soon (if they weren't already) unveiled. "Brainwashing" was a term not yet invented, but the thing was already implicit.

Dr. Watson himself had been so nearly forgotten before he died in 1958 at the age of eighty that when I mentioned his name to a young intellectual the only response I got was a "Who's he?" This eclipse of a once dazzling reputation was no doubt due in part to the rising star of Freud, but I think it was due in part also to the behavior of the great behaviorist. Though he had launched himself from his position as professor at Johns Hopkins, he presently deserted Academe to become vice president, successively, of two of the most successful advertising companies. Instead of abolishing war, crime, mental illness, and anxiety (all the result of unfortunate conditionings), the new techniques had, he seemed to admit, their most obvious use in persuading people to buy what they didn't need or want. Hence, though we are still being told by a great many people that the only hope for mankind lies in what are now called "the behavioral sciences," a good many of us had begun, even in the Twenties, to doubt that we wanted to turn the management of ourselves and our world over to the William Esty Company or to Batten, Barton, Durstine & Osborn—the two companies to which Dr. Watson lent his services. Nor were we reassured by the fact that it was presumably he who inspired one of the senior members of the second of these firms to propose in his best-selling book *The Man Nobody Knows* a brand-new behaviorist Christianity centered around the concept of Jesus as a supersalesman.

But though Dr. Watson is quite unjustly forgotten, behaviorism is still a very active school of psychology—minus the psyche, as is evidenced, for instance, by the recent publication of "Psychology: A Behavioral Reinterpretation," which occupies the whole of the December 15, 1964, issue of the *Proceedings of the American Philosophical Society* (the organization is the oldest learned society in the United States and the one that confers the most prestige upon its relatively few Fellows). In this coordinated series of papers one or another aspect of modern behaviorism is treated by one or another of seven professors of psychology—five from Harvard (including one from the medical school), one from Pennsylvania, and one from Duke.

IF memory serves me correctly—and I do not propose to check it by rereading Dr. Watson—one of the most important differences between his behaviorism and that of the seven professors represented in the Philosophical Society's *Proceedings* is this: The latter, instead of just saying, "Let's not bother with consciousness, will, choice, etc., as mental phenomena," now undertake to show how all such mental phenomena may be explained away if they are regarded as

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consequences of, or perhaps mere aspects of, behavior. Says Harvard's Professor Emeritus Edwin G. Boring: "Edwin B. Holt (1915) was the first person to give philosophical sophistication to Watson's view. He showed how cognition can be understood as discrimination which is behavioral." (Perhaps my readers can understand this statement. I cannot.)

In an attempt to follow this line, Professor Murray Sidman of the Harvard Medical School tackles "anxiety" and describes how anxiety (though, as he would no doubt admit, common enough in the wild, so to speak) can be produced and studied objectively in the laboratory. Professor R. J. Herrnstein, also of Harvard, undertakes the tougher problem of disposing of "will" or "volition" as a meaningful concept and achieves this end by some laboratory experiments on, for a change, pigeons—rather exceptionally stupid birds whose mental level may be as far below that of a rat's as a rat's is below that of a man. After describing how a pigeon behaves in the laboratory, he writes:

> Each of us can, quite easily, endow each pigeon with a suitable internal monologue. We can imagine the teacher [a previously trained pigeon], at some point, saying to itself something like, "Oh, I see. My feeder works only if the other fellow is in the southwest corner when I peck. I'll wait for him to go there." The pupil, meanwhile, might be saying to itself, "I have to get that other one to peck, and he seems to prefer me here in this corner." But it is not my goal to convince you that the pigeons are, or are not, saying this to themselves, for I know of no way to find out. Rather, I hope to show you that if we are to find the causes of each pigeon's behavior, we must look outside, and not inside, each pigeon. I hope to raise in your minds the possibility that we should be no more satisfied with a presumed mental state of an organism as an explanation of its behavior than we would be with the mental state of a rock falling to earth while obeying the natural law of gravitation.

If I understand him aright, he is saying that, because we "know of no way to find out" whether or not a pigeon is capable of anything remotely resembling a mental dialogue and yet seems to exercise in a ridiculously simple situation what looks like a kind of volition, we ought to conclude that "We should be no more satisfied with a presumed mental state of an organism [including man] as an explanation of its behavior than we would be with the mental state of a rock falling to earth while obeying the natural law of gravitation."

To me, it seems, on the contrary, that it would be more reasonable to say, "I know from my own experience that what I call my voluntary acts are accompanied by an inner dialogue; and since, as an evolutionist, I believe that there are no complete discontinuities between the mind of a lower animal and my own, then something analogous (however remotely and however primitively so) takes place in even the pigeon's dim consciousness. I have no such reason to suppose that anything like that takes place in a falling stone and I give some weight to the fact that in my own consciousness (the one thing in all the universe I have most direct knowledge of) I do not seem to be merely obeying some sort of gravity.

COMMENTING further on Professor Herrnstein's proof that the behavior of pigeons in a laboratory should convince us that when we suppose we are making a voluntary choice we are actually only behaving like a stone under the influence of gravity, Professor Boring writes: "By describing operant conditions and a situation in which one pigeon shapes the behavior of another, with the conduct of each pigeon reinforced by food when the behavior fits the experimenter's intent, he shows how both learning and purpose are handled in the new psychology." (How, I wonder, can an experimenter have an "intent" if he is only falling like a gravity-pulled stone? Are not the behaviorists themselves compelled to accept the very concepts they say they have got rid of?)

Moreover, their case usually rests upon two premises that they regard as self-evident though they are actually purely gratuitous and readily questionable assumptions. The first of these has been stated with what seems to me astonishing naïveté by Professor B. F. Skinner, the ablest and best-known exponent of the school, and the one to whom is assigned the final paper in the Philosophical Society series. In the course of a book published earlier, he had his fictional spokesman say: "I deny that Freedom exists at all. I must deny it—or my program is absurd. You cannot have a science about a subject matter which hops capriciously about." But isn't it absurd, as well as what I have just called naïve, to argue that whatever my theory and my project require must therefore be true? Is this statement any different from the following, which a theologian might make: "I assert that God exists and that I can describe Him and His intentions because, if He doesn't exist or if you cannot know Him, then you can't have a science of theology." Isn't it possible that you can't have (or

"Would you care to answer a lot of damfool questions, sir?"

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at least that you haven't yet) a science of man and that the behaviorist's project is indeed absurd?

The other premise falsely assumed to be self-evident is simply the assumption that only behavior and the external can be observed or known to exist. As has often been pointed out (by Jung, among others), this insistence upon external reality as the only knowable reality is putting the cart before the horse. It is the external world, not the internal one, that can only be inferred. Consciousness is the only thing we know directly. Hence not consciousness but the external world that consciousness seems to perceive is what we merely infer. We know that we are conscious but we know (or think we know) that an external world exists only because of consciousness. Moreover, this consciousness might conceivably be the only reality while everything else is an illusion it creates. Descartes's first premise has often been ridiculed, but "I think, therefore I am" is the only solid basis upon which any metaphysics can be based.

The lengths to which Professor Skinner, for example, will go in the determination to regard what his senses enable him to observe as more indisputably real than the consciousness that receives these sense impressions is well illustrated by an imposing work called *Verbal Behavior*, published in 1957. Conventionally, so he says, one begins with the "ideas" or "concepts" that verbal behavior is taken to be an attempt to "express." But since "ideas" cannot be shown to exist, it is scientifically desirable to assume that they do not exist, or at least that they are not indispensable in an account of verbal behavior.

To me, on the other hand, it seems that the evidence that ideas exist is precisely what is most completely self-evident. There is nothing I know better than the fact that I have 'em, and that is enough for me. One can doubt that others also have 'em, if one is willing to assume the possibility that one's own consciousness is the only consciousness in the universe. Readiness to believe this possibility has a lovely name. It is called "radical solipsism," and that is the last thing a behaviorist would want to be accused of.

IF some of us welcome and some of us reject what seems to me a laboriously unsatisfactory explaining away of those great mysteries called consciousness, mind, thought, and the reality of our whole mental life in so far as it gives us a conscious personality capable of volition, the reason must be related to the fact that behaviorism does at least pretend to have answers to problems that otherwise remain unsolved. Whether one accepts or rejects these answers probably comes down in the end to the temperament (a behaviorist would say the conditioning) of the individual. Some, but by no means all of us, are made so unhappy by unanswered questions that we will accept even unconvincing and dismal answers rather than admit that we have none to offer. To be a behaviorist requires, so it seems to me, an act of faith or a will to believe in mechanism quite as obvious as that required of those who accept one or another of the equally far-fetched creeds of many religions. The seven professors taking part in the American Philosophical Society's symposium want to believe that man is a machine just as surely as others want to believe in an immortal soul only tenuously connected with the body.

Those of us who would rather say "I don't know" or "I can't understand it" than give an unconvincing answer to any question, however fundamental, prefer to say that the whole mind-body problem is as obscure as it has been ever since questioning homo sapiens first raised it. And if we cannot quite see how the will can be either free or not free, we seem to have here a choice precisely similar to that offered in the case of finite versus infinite space or finite versus infinite time. Any one of these last seems inconceivable. We suspect that there is something wrong in the formulation of the problem, that none of the answers our minds can conceive is true, and that we must continue —perhaps must always continue—to live with riddles to which we have no hint of an answer.

NEVERTHELESS, there is one important difference between the time and space problem and the free will-determinism problem. In the case of the first two, we are not compelled to make a pragmatic option in favor of either of the possible answers. Our conduct does not depend upon making one option or the other. But we do have to act as though we assume the will to be free or not free. All law, custom, education, and the conduct of our individual lives must rest upon one premise or the other. And this, of course, the behaviorists not only admit but insist upon. What they claim for their theory is precisely that an acceptance of it will lead to a society far more radically different from what we now call democracy than democracy is from current Communism—especially since it was reported some time ago that the Russian government had decided to disregard its own theory and to rest its legal system upon the pragmatic "as if" assumption that men are responsible for their acts and, to that extent, exercise free will. Hear, for instance, what Professor Skinner has to say on this subject:

> Treatment is only one way of generating good behavior without punishment. Preventive steps are likely to be more valuable. For example, we might control stealing by creating a world free of inciting circumstances (for example, a world in which there is nothing one does not already have or where nothing is within reach to be stolen) or by conditioning behavior which is

"Even the electric-eye door opener at the supermarket pays no attention to me."

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incompatible with stealing or displaces it (for example, we might strongly reinforce "respecting the property of others" or teach easier, legal ways of getting things). When we solve the problem in any of these ways, we leave no room for personal responsibility or self-control. We leave no room for moral struggle; and if to struggle is human, we have indeed destroyed something of man.

Even the most ardent proponents of the welfare state may hesitate to face the problem of creating a world where it will be true of every individual that "there is nothing he does not already have or where nothing is in reach to be stolen."

A little later in the same issue of the Philosophical Society's *Proceedings*, Professor Skinner makes—inadvertently, it seems to me—a damaging admission in the course of making a claim: In one sense, he says, we do exercise a free choice. "Men control both their genetic and environmental histories, and in *that* sense they do indeed control themselves."

One might ask how man can opt for this or that genetic or environmental control without exercising the choice which Professor Skinner maintains to be in general an illusion, and I can only suppose his contention to be that, in actual fact, we fall like the gravity-controlled stone into this or that "plan" for the human race. Even more important, however, what we accept as the working hypothesis concerning free will and individual responsibility as at least minimally and occasionally effective factors is a very significant part of "our environmental histories" and of that conditioning upon which the behaviorists themselves lay so much stress.

Ideas may have few if any consequences in the behavior of pigeons, but they have important consequences for man. What he believes about his own ability to control himself rather than to be controlled, or the ability (and the right) of others to do the same, will have a great deal to do with the kind of world he lives in and the kind of government he lives under.

That world would certainly be a totalitarian world in which man would have actually become the mere gravity-operated machine the behaviorists insist he already is. If some of us are right in believing that we are, on the contrary, animals that can *sometimes* reason and *sometimes* resist rather than respond to conditioning, then what the behaviorists propose is to disregard rather than cultivate these human privileges. A society operating on our assumptions would promote the development of the most important human capacities. One operating as the behaviorists propose would tend ultimately to extinguish them. Is that what most of us want?

Barns, Books, and a Bonanza

The 1965 Amy Loveman Award

Award-winner Jane R. Bogert —a talent for serendipity.

A FEW YEARS AGO, when a New Jersey girl named Jane R. Bogert was only fourteen, her great-uncle was doing some housecleaning and general weeding out. From the debris of discards he pulled a weathered old book and casually tossed it her way, It was a 1768 edition of Samuel Johnson's celebrated dictionary, and, although it didn't make much of an impression at first blush, it proved to be the beginning of a lasting love affair with old books. And Miss Bogert, now twenty-one, learned that all the world loves a lover when, just the other day, she was named winner of the 1965 Amy Loveman Award.

The award, given annually for the best personal library collected by an undergraduate at a four-year college or university in the United States, is sponsored by *Saturday Review*, the Book-of-the-Month Club, and the Women's National Book Association. It honors the late Amy Loveman, who was for many years an associate editor of *SR*, a judge of the Book-of-the-Month Club, and a member of the Women's National Book Association. Judges for this year's contest were Richard L. Tobin, managing editor of *SR*; Eleanor Smith, coordinator of adult services at the Brooklyn Public Library, representing the Women's National Book Association; Mary Ann Malkin, book review editor of *Antiquarian Bookman;* and William Young, Columbia College librarian. According to the competition rules, judges rate students' book collections—and the accompanying annotated bibliographies—on the basis of knowledge, scope, interest, value, and imagination.

In winning this year's award, Miss Bogert convincingly demonstrated that she has a way with the offbeat, for her library was not bought at all, but found, scrounged, and discovered by sheer serendipity in attics, barns, and odd corners of old houses. "My greatest finds," she says, "have come from many hours spent sorting through stacks of dusty, grimy old books which the owners have been glad to have someone take away. This part of my collecting is a great deal of fun—something like a treasure hunt."

The treasure Miss Bogert hunts—and the category for which she received the $1,000 prize that accompanies the Amy Loveman Award—is early American textbooks. So far her most important finds include *Guthrie's Grammar*, which deals with the history and geography of the world as eighteenth-century men knew it, and an original Noah Webster speller that is a classic in the history of American literature. In all, she entered thirty-five books in the contest, although her total textbook collection runs to some sixty-five volumes. Miss Bogert, who has just finished her junior year at Wilson College in Chambersburg, Pennsylvania, describes the significance of the collection this way: "Above all else, my schoolbooks strikingly illustrate to me the happy marriage of early American education and early American culture. Implicit in these texts is the fundamental concept of free public school education in America."

ONE of the major gaps that still remain to be filled in Miss Bogert's library is nineteenth-century science, but it shouldn't be long before the books she's looking for turn up; already, as word has begun to leak out about her award, friends—and even some strangers—have come forward to offer her the run of their book-cluttered attics and cellars. (Perhaps Miss Bogert can also count on some occasional leads from her parents, Mr. and Mrs. Frederick W. Bogert; only a few weeks ago they bought the MacAlister Book Shop in Ridgewood, New Jersey.)

We had a chance recently to talk with Miss Bogert about her collection, and we asked her, among other things, what accounted for her interest in textbooks.

"Simple," she replied. "I plan to become a teacher." —J.F.F.

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The No. 1 Crisis

A CRISIS even more dangerous than Vietnam or the Dominican Republic is threatening the peace of the world. It is the crisis of the United Nations. The U.N. lacks funds. It lacks means. But, most serious of all, it lacks centrality in the foreign policies of the major nations—the U.S. included.

In explaining American policy on Vietnam, for example, the President said the United States had gone into Vietnam with force to keep the peace because "there was no one else to do it." The United Nations was not even mentioned.

Twenty years ago, at San Francisco, the United Nations was founded for the express purpose of keeping world peace. It has been a turbulent twenty years, but if it hadn't been for the United Nations, the world might have slid into another great war—a war in which all the destructive genius of the human race would have been brought into play.

The U.N. in Korea

In 1950, the United States called upon the United Nations to halt the Communist aggression against South Korea. The United Nations responded. The Communists were pushed back to the original boundaries. The truce in Korea today is an uneasy truce, but at least it is a truce. United Nations forces superintend the truce today, investigate border violations, put out the sparks.

The U.N. in Suez

In 1956, world war threatened as the result of the British and French invasion of Suez. President Eisenhower recognized that British and French interests in the Suez Canal were in jeopardy, but he also recognized that nothing is more dangerous in a nuclear age than unilateral military action. He declared that the United States could not maintain a double standard; we could not condone action in our friends that we condemned in our foes. He said no principle was more vital to the safety of the human race today than the principle of world law, and he supported action by the United Nations in halting the war in Egypt and in maintaining U.N. police action to prevent a resumption.

Since 1949, the U.N. has supervised the truce between Israel and her Arab neighbors and has kept violent incidents from erupting into full-scale conflict.

The U.N. in the Congo

In 1960, following the departure of the Belgians and the achievement of full independence by the Congo, bitter internal fighting developed. Many nations, including the United States, felt that the internal upheavals of the Congo could lead to major war. The United States called upon the United Nations to pacify the Congo and to take military action against dissident forces. The United Nations undertook what turned out to be the most difficult assignment in its history. But it succeeded in putting an end to the war in the Congo. Equally important, it helped train Congolese to run their own government, operate their own schools and hospitals, maintain communications, build roads, develop their own resources. Again, the ordeal of the Congo is far from over, but at least the spark has been checked.

The U.N. and the U.S.

Two highly combustible danger zones have flared into open conflict—Vietnam and the Dominican Republic. The United States has declared that both situations represent threats to the peace.

The United Nations, which was created to keep the peace, has had no role in either Vietnam or the Dominican Republic. The United States has opposed such a U.N. role—despite U.S. commitments to the U.N. as the one agency with peace-keeping responsibility.

True, in the case of Vietnam, a direct role by the United Nations similar to its role in Korea or the Congo might have been impossible because of the direct confrontation of the major powers in the area, one of which was Communist China, which does not belong to the U.N.

But the United Nations might have been able, and might still be able, to play a *useful role in Vietnam by using its good offices to arrange a cease-fire and bring about negotiations.*

The United States not only spurned the good offices of the U.N. in Vietnam but one of its State Department officials publicly criticized the United Nations Secretary General, who was performing his clear duty—to use the United Nations to the fullest to prevent threats to the peace from developing into major war.

In the case of the Dominican Republic, the United States intervened with force when a group attempted to restore the constitutionally elected government that had previously been overthrown in a military coup. If a genuine threat to the peace was involved in the uprising, how does the U.S. justify ignoring the U.N. altogether, despite our clear obligations under the Charter not to act unilaterally? (Even on the basis of regional arrangements, how do we justify acting first and calling in the Organization of American States afterwards?) And if a general threat to the peace was not involved, how do we justify intervening in the internal affairs of another nation?

In either case, is it United States policy to apply the Monroe Doctrine against the United Nations? Are we saying to the world, in effect, that the United Nations must stay out of the Western Hemisphere? Do we say that the purposes, functions, and operations of the U.N. are not to be considered as applying to the Americas? If this is not our intention, how do we propose to reassure the world on this point? And if we interpret the section of the Charter referring to regional arrangements as authorization for

(*Continued on page* 75)

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LETTERS TO THE EDITOR

Indelicate Air

CONGRATULATIONS on the articles in your issue on "The Fouling of the American Environment" [*SR*, May 22]. So many people have become accustomed to living with air and water pollution that it is hard to get popular enthusiasm behind efforts to remedy these abuses. While the Department of Health, Education, and Welfare is trying its best to awaken the states to their responsibilities in these fields, the agency still has an uphill fight because too many people are complacent.

PAUL H. DOUGLAS,
U.S. Senate.
Washington, D.C.

THE STORY of how we Americans are despoiling and befouling our land needs to be told and it needs to be told now. I am much encouraged that *SR* has recognized this.

I have supported all the bills introduced in the Senate that have been honestly aimed at curbing pollution in our streams and in the air. In fact, I have been a co-sponsor of many of them. However, I feel that time is running out. All the solutions that have been offered so far have been too little, too late. It reminds me of the old religious song, "Mercy drops 'round us are falling, but for the showers we plead." We need torrents of pure water; we are receiving torrents of pollution.

RALPH W. YARBOROUGH,
U.S. Senate.
Washington, D.C.

I WOULD LIKE to applaud your interest in air pollution and to call your attention to the work of the Morton Grove Plan for Air Pollution Control.

We have written into ordinance a program directed at both the home owner and the industrialist, based on these assumptions: 1) that most pollution problems arise from a lack of awareness of the consequences of the pollution and 2) that an enlightened industrial management and citizenry will cooperate for the public welfare.

Most successful corporations recognize the value of a sound public relations policy. It is our feeling that no successful pollution control program can be established without due regard for the public relations viewpoint. The ordinance also makes allowance for the very small minority of "unreachables" that exists in any community by providing criteria for violations and provision for penalties.

The program has been in effect for about two years and has been well accepted. Our industries have shown a high level of cooperation. For the first time, they know what is expected of them and can plan with this in mind.

CARL E. MOORE,
Air Pollution Commission.
Morton Grove, Ill.

A GREAT ISSUE, but didn't you overlook something? What about the increasing noise that also fouls our environment?

R. L. DINSMORE.
New York, N.Y.

"I'm afraid you'll have to move along, young lady. A four-lane highway is going through here."

Getting Around

I WAS GREATLY IMPRESSED by N.C.'s editorial "Should Americans Travel?" [*SR*, Mar. 13]. I agree wholeheartedly with the many compelling arguments favoring foreign travel by Americans as "an important ingredient in the education of a twentieth-century man."

As the president of an international airline, I am, of course, not completely unprejudiced. However, I can't help feeling that your cogent suggestions should impress thinking people.

We all recognize the seriousness of the balance-of-payments problem, and we at TWA are most anxious to cooperate in every way possible to find a solution. We feel a most constructive solution is to redouble our efforts to attract visitors from other nations, particularly those whose increasing standards of living and strong balance-of-payments position provide a solid base for travel to this country.

CHARLES C. TILLINGHAST, JR.,
President,
Trans World Airlines.
New York, N.Y.

WE ENTIRELY CONCUR with N.C.'s views concerning the importance of Americans traveling abroad and feel that he is to be congratulated.

J.-J. MIROBENT,
Assistant General Manager,
French Line.
New York, N.Y.

IT WAS GOOD seeing the opinions expressed by N.C. in his editorial of March 13. This certainly would be the time for our government to step up its campaign to interest foreign nationals in travel in the United States.

MILTON A. MARKS, Director,
American Society of Travel Agents.
Dayton, O.

A TIMELY AND SUCCINCT rebuttal to those who have advocated deterrents to overseas travel.

W. GORDON WOOD,
Air Canada.
Montreal, Canada

THE EDITORIAL "Should Americans Travel?" was like the appearance of runway lights in a heavy fog. I hope it helps dispel some of the cloudy thinking about travel.

S. G. TIPTON, President,
Air Transport Association.
Washington, D.C.

Winning Streak

JOHN G. FULLER'S story in TRADE WINDS about my calling a friend in New York to have him check Webster's Unabridged for a Scrabble word [*SR*, May 29] is certainly true enough, except that I called from New Orleans, not Memphis. My zeal for Scrabble, or even my zeal for *winning* at Scrabble, was only a minor reason for the call, though. I had turned thirty-two that day, you see, and New Orleans owed me something, so I bet 32 in the Double at the Fair Grounds and came away with $311.20 for $2. When one is riding a hot streak like that, one doesn't surrender to a lousy little challenge at Scrabble. The strange thing wasn't that I called New York but that I didn't call London for a check on the OED.

RICHARD W. BOETH.
Cleveland, Miss.

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Aptitude Test

DALLAS.

THE American Playwrights Theatre is a project proposed by playwrights Jerome Lawrence and Robert E. Lee at an American Educational Theatre Association conference a couple of summers ago. Their notion was to break the stale pattern that forces theaters outside New York to wait until much too long after a Broadway production of a play before they are permitted to perform it. And the means of changing this practice was for these theaters to band together and guarantee a Broadway playwright fifty or more productions of his unproduced new play at a minimum royalty of $200 each, provided the theaters were given exclusive production rights to the play for one year. The project was well timed, for the 1964-65 Broadway season has seen a new low of only sixteen serious new dramas, none of which enjoyed financial success.

By giving his new work to APT the playwright gains several advantages. Instead of being stalled for a couple of years while producers try to raise money, to obtain the right stars, the right director, and the right playhouse, and to open at the right time of year, his play will be produced immediately with many different casts. Instead of the relatively insignificant option money *possibly* followed by a production with about a one-in-three chance of several years later paying him as much as $10,000 in royalties, the playwright will receive at least that amount *now*, plus the chance to learn a great deal about how an eventual New York production should be cast, directed, and rewritten (production of a play by APT members does not preclude future Broadway presentation).

The first APT play is *The Days Between*, by Robert Anderson, who wrote *Tea and Sympathy*. And the first theater to tackle it is the Dallas Theater Center, whose permanent professional company is so skilled that it was awarded a prize at last year's Festival des Nations in Paris. Mr. Anderson can be reasonably sure that the production here will differ from those that follow elsewhere, for not only does the company's director, Paul Baker, have an unusual approach to theater, but the Center boasts a unique stage, designed by the late Frank Lloyd Wright, which resembles a huge slice of pie floating in space.

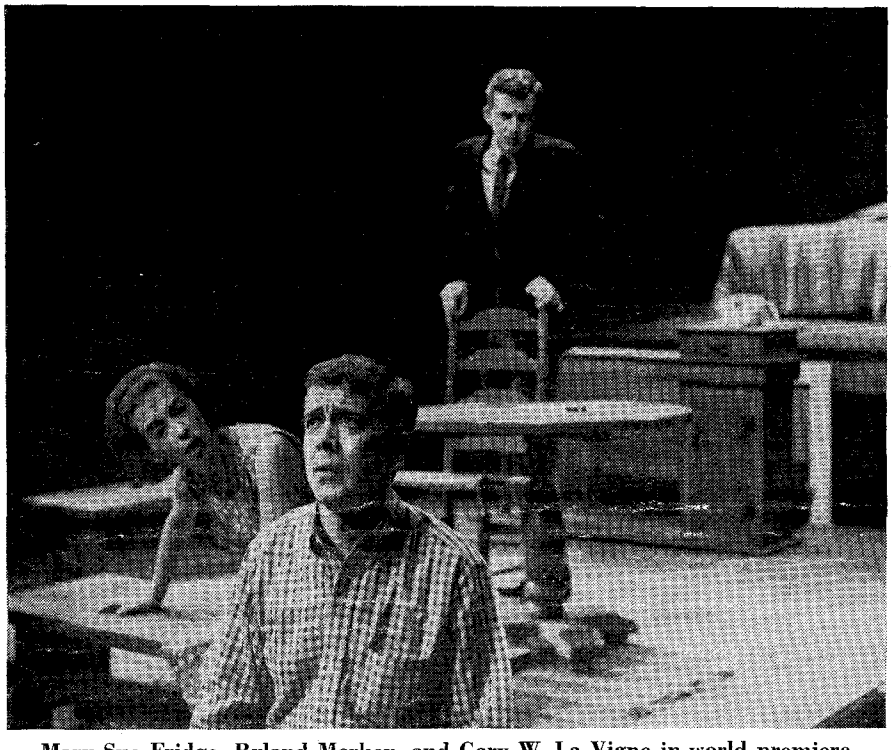
On this stage, designer David Pursley has constructed a large, complex setting that lets the play's succession of intimate scenes flow without interruption from room to room with a variety of levels and juxtapositions, thereby preserving the sense of simultaneous currents of activity. While David, the husband, is typing a novel in one room, his wife, Barbara, is talking to her ten-year-old son in another.

Thus the feeling emerges that this is a struggle waged by an entire household to survive the disease that plagues it. The drama begins in crisis as the agonized Barbara already senses the tragedy inherent in David's frustrated attempt to write a second novel ten years after his first. Not only is the effort killing him, but it has also made wretched his relationship with his wife and his child. Does this successful teacher of writing feel he must prove himself capable of living up to the high creative standards he has taught his students? Does he feel loyalty to a talent that he has compromised too long in order to be a good provider? Is he deluding himself about his ability and using his family as an excuse? Or is his ambition to be a celebrated author merely his unwillingness to accept a more routine and less glorious life?

Why, too, does Barbara assist her husband in this destructive process, even to the extent of voluntarily (and without telling anyone she is pregnant) quietly having an abortion so as not to interfere with David's plan for writing the book? Then there is the question of her desire for a house guest whose own wife had recently died of cancer. Are they just two people encountering each other when each is repelled by the "death" in their marriages? Or does their inclination to be self-effacing and considerate make them tender friends, but not the combination of selfish-selfless that constitutes a functional marriage? Indeed, it may be that the self-centered David and the self-effacing Barbara have felt impelled to play these traits more strongly than each really wants to.

As Barbara, Mary Sue Fridge is called upon to be in constant torment, and this mood she sustains powerfully and well. Similarly, Ryland Merkey's David catches the repeated frustration and the self-despising nature of David. One wishes, however, that either the playwright or the director had found more opportunities to show us those satisfactions in the marriage that might make us believe more wholeheartedly in its chances for recovery. As it is, most of the relief in the play is provided by the house guest, performed understandingly by Gary W. La Vigne.

At first exposure, this interesting new work seems to manufacture dramatic climaxes and explanations somewhat too unrelievedly. But on smaller stages and with some revision, future productions may find more room for joy in the places between the many tense confrontations. Happily, however, Mr. Anderson has been given a well-staged and enthusiastically received start, and he still has forty-nine APT tryout towns to improve it in. —HENRY HEWES.



Mary Sue Fridge, Ryland Merkey, and Gary W. La Vigne in world premiere of *The Days Between*—a fine start for American Playwrights Theatre.

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Children, Parents, and Pirates

HARPER & ROW has published a new edition of Richard Hughes's *A High Wind in Jamaica* ($5), which first appeared in 1929—under the name, in this country, of *The Innocent Voyage*. No doubt the publisher was encouraged by the fact that the book has been made into a motion picture, but it is in its own right a book that ought to be kept in print, both for those who haven't read it and for those who have. Often in past years, as the name of Richard Hughes has come up, I have wondered whether the novel was as good as I remembered it to be. It is.

Hughes has had a curious career. *High Wind*, as I have said, was published in 1929, and established itself immediately as the kind of book that gets talked about. Nine years later Hughes published his second novel, *In Hazard*, in which he deliberately invited comparison with Conrad's *Typhoon*, and, as many reviewers agreed, equaled or excelled the master. After another long interval, this time of thirteen years, came *The Fox in the Attic*, which Hughes, past sixty, announced as "the first of a group of novels, *The Human Predicament*, which is conceived as a long historical novel of my own times culminating in the Second World War." The latter half of *The Fox* is laid in Germany in 1923, and portrays, among other things, Hitler's abortive beerhall *Putsch*. There were differences of opinion, but some critics called the book a masterpiece, and it had considerable popular success.

Although he has also written stories, poems, and plays, Hughes has thus far written only three novels. All of them have great merit, but *High Wind* stands out, for there is nothing quite like it. There is, of course, something a little like it, and that is William Golding's *Lord of the Flies*, which reminded many reviewers of Hughes's much earlier novel. (I wonder whether the success of Golding's book as a movie inspired the filming of *High Wind*.) But, as I discovered in rereading *High Wind*, the books are not so much alike after all. Both present children who, under certain circumstances, behave like savages, but the attitudes of the authors towards the phenomena they describe are very different.

Unlike *Lord of the Flies*, which begins with the children already deposited on their uninhabited island, *High Wind* shows us the background of the five Bas-Thorntons. Children of a very British but not very prosperous shopkeeper on Jamaica, they live on an old plantation. Although in most ways they run wild, their mother tries to instill conventional British middle-class notions. In fact, however, they pay little attention to either of their parents, who have not the least idea of what goes on in the children's minds.

After a hurricane, briefly but magnificently described, the Bas-Thorntons decide that the children must be educated in England, and they are put on board a sailing ship, which also carries the children of neighbors, Margaret and Harry Fernandez. The ship is intercepted and despoiled by pirates, who, without intending to, make off with the children.

THE pirates are ineffectual and in many ways softhearted, but Hughes is careful not to make them ridiculous; these are not characters out of Gilbert and Sullivan. The children adapt themselves easily to their new environment—"They were all by now just as much at home on the schooner as they had been in Jamaica"—and they can ignore what they do not understand. When the oldest of the Bas-Thorntons, John, vanishes, they ask no questions. Emily, the next oldest and the one into whose mind Hughes most often takes us, becomes "far fonder" of the captain and mate "than she had ever been of her parents." After one thing and another, the children become too much for the pirates, who manage to persuade the captain of a steamship to take them to England.

A passenger on the ship seizes one of the smaller children, crying, "The little angel! You poor little man, what horrors you have been through! How will you ever forget them?" The fact is, of course, that the children, with the exception of Emily, are not aware of having been through any horrors, and, in this new environment, their experiences on the pirate ship become a romantic blur. Watching them at play, the sentimental passenger finds it "difficult to imagine that these happy-looking creatures had been, for months together, in hourly danger of their lives!" They are happy-looking because they are happy—even, most of the time, Emily.

Golding, as he has explicitly said, believes that human nature is inherently evil; therefore it is predictable that children will become savages if freed from the restraints of civilization. This is not at all what Hughes is saying in *High Wind*. His belief is that children are not evil but mysterious. Children don't even try to understand adults, and adults cannot understand children. No adult can know what will affect a child's mind or how. Reviewing her eleven years of life,

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Emily notes as memorable that she has experienced an earthquake and has slept with an alligator, but not that she has killed a man.

Hughes's conception of the inscrutability of the child mind is the basis of the irony that permeates the book. The parents, the pirates, and the people on the steamship all make ludicrously false assumptions. Of course Hughes has to convince us that he does understand children, and it is his overwhelming success that gives the novel its power. The irony is often funny, but at the end, when the pirates are put on trial, it turns grim. The failure of understanding can create tragedy as well as comedy.

Irony is the quality that unifies Hughes's three novels. *In Hazard*, portraying men under a great strain, reveals aspects of human nature that are ordinarily concealed. In *The Fox in the Attic* the basic irony is that the young Englishman visiting Germany has no understanding whatever of the significance of the events that are going on around him; but there are countless lesser ironies along the way. If the motives of a kind and conscientious man can be misunderstood, as they are in the first part of *The Fox*, how can one be surprised, Hughes asks, if nations do not understand one another?

Much as I admire William Golding, I think that *A High Wind in Jamaica* may be a more profound novel than *Lord of the Flies*, and this is because of Hughes's ironic attitude. He has no theory of evil; he does not damn human beings, children or adults. He simply confronts, and forces us to confront, the mysteriousness of the human spirit.

—Granville Hicks.

FRAZER YOUNG'S LITERARY CRYPT No. 1141

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1141 will be found in the next issue.

XL FQFBGGA LBMKQ ONCK LD-

BH LDCKK EKKMQ LN RCKRBCK

B SNNT XORCNORLF QRKKYD.

OBCM LEBXH

Answer to Literary Crypt No. 1140

He knew the precise psychological moment when to say nothing.

—Oscar Wilde.

The European Literary Scene

Leningrad.

This former political hub of Russia remains at least the literary and artistic capital, its capitolium being of course the unbelievable Hermitage. It is obvious that in this city of "elegant austerity of line" (Pushkin's words), a neoclassically-planned czarist metropolis, the proletarian writer must feel a bit uncomfortable, if not out of place. Such a writer might take comfort from the fact that Lenin (whose works are about to reappear in a definitive and augmented fifth edition) did much of his class-conscious writing here. However, every square, bridge, park, and *prospekt* seems to commemorate one of the great liberal-traditionalists of the nineteenth century: Pushkin, Chekhov, Gogol, Turgenev, Dostoevsky, Tolstoy, Blok. In fact, the name of Pushkin still rivals that of Lenin, adorning the leading theater, the Institute of Literature, and so on.

Alberto Moravia recently complained in these pages (*SR*, April 17) that the Soviets have produced no authors to equal those of nineteenth-century St. Petersburg. Perhaps, with the lessening strictures on style and possibly even on content promised by the Kremlin, this neoclassic-baroque city on the Neva will reassume its old role and once again provide the great literary names. Maybe it will find them among the talents in its branch of the Union of Soviet Writers, or in its Writers' Club (named for Mayakovsky) whose members include Panova, Gherman, Prokovyev, Lebedenko, Slonimsky, and Uspensky. Or perhaps the next Dostoevsky will be an unaffiliated maverick, willing, like Feodor Mikhailovich, to endure prison or exile to create his masterpieces.

In any case, the younger intellectuals here are reading European and American books without waiting for them to be translated. They read a monthly journal devoted exclusively to Western European letters; they frequent the bookstores selling Western literature, rather than those that carry current titles from the Eastern Democratic Republics.

Even the most liberal Russians remain deadly serious about poetry and fiction as a sociopolitical phenomenon. They are surprisingly moralistic, like Russian life in general. Malcolm Muggeridge lately complained that America's reading habits show us to be overly sex-stimulated (apparently he hasn't been to Scandinavia recently). He need have

—*Sovfoto*

Vladimir Mayakovsky (1893-1930) —hero of "socialist realism."

no such concern for Russia. The compatriots of Mr. Muggeridge who have corrupted us (John Cleland, D. H. Lawrence, James Joyce, Frank Harris, Richard Burton with his rendering of the *Kama Sutra*, and all the rest), without apparently having corrupted their own countrymen, have made no dent on the Russians. Several literary acquaintances here assured me that these authors will never be translated, challenging me to offer one reason why they should be. This moralism has led them to at least one logical dilemma: they consider Jean Genet the sickest of the lot, yet here is Sartre, one of the USSR's greatest heroes and sympathizers, hailing that depraved gallows-bait as a martyr and a saint and the greatest sincere talent about. Although Ian Fleming is without doubt the most universally read author at the moment (this spring I saw "Jam Bond" chalked on a neighborhood wall in Bangkok), most Russians have no idea who he is. Agent 007 has not infiltrated behind the ferruginous curtain.

Professor Mikhail Alexeyev, director of the sixty-year-old Pushkin Institute and my personal friend since the Dante celebrations of late April, is representative of the new Russian cosmopolitanism. He is proud that the 2,000,000 manuscripts in the Institute represent all Eu-

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ropean literatures; he is as proud of the 2,000 Voltaire manuscripts as he is of the 1,730 Pushkin autographs, some of the latter contributed by such unexpected donors as Serge Lifar. Alexeyev has made of the Institute a center for research in comparative literature, where theses relating Russian to Western European authors are a specialty.

In sum, one leaves Leningrad with a pleasant memory of many literary discussions and disputes, characterized by a relative freedom of expression (with perhaps more expression than concession). This optimistic feeling was momentarily marred by one final incident as I was copying these paragraphs on the train from Leningrad to Helsinki. As we neared the Finnish border, a customs inspector and an armed guard looked over my baggage. The customs official did not ask me to open a valise or a briefcase. But the soldier, without a by-your-leave, picked up my notes of conversations with Professors Alexeyev and Yegorov of Leningrad University, notes ornamented with much doodling. It took him and his confederates a half-hour to decide that my doodles were not pilfered plans for some moon-landing mechanism and to bring them back, wordlessly. Just when everything had been going so well!

Fischer Verlag of Frankfurt has put out the inevitably fascinating correspondence between Hugo von Hofmannsthal and Arthur Schnitzler, opening with letters from before the turn of the century which the young *Wunderkind* Hugo signed with his pseudonym of Loris, and continuing to his death in 1929. Letters, yes—but also postcards and even telegrams, since these were busy, prolific writers. How different these men were! Schnitzler, the elder by over a decade, a physician who had abandoned his practice for writing, a friend of Freud obsessed by Don Juanism, whose *Anatol* (1893) became the prototype of the gay yet melancholy Viennese roué, and whose *Reigen* seems destined to be filmed regularly as *La Ronde*; the younger Hofmannsthal, a trained philologist, classicist, medievalist, playwright, and librettist (for Richard Strauss), a family man whose life contrasted with the *dolce vita* flaunted by Schnitzler. Yet a strong bond of friendship and admiration neutralized these differences of temperament.

The letters reflect Vienna under Freud's influence, Vienna on the eve of two world wars, when the day was to be seized in a desperate grip. Café life; outings with bicycles or in Schnitzler's new car, of which he boasted to his friend; rendezvous at the theater; arrangements for trial readings of their new works—these events record a happy time. In those days Vienna rejected the doctrine of committed literature; and if there is some social criticism in Schnitzler, both these writers on the whole made the most of life in an aristocratic and refined world that was on its way out. Yet Schnitzler, a Jew who posed the *Judenproblem* early in his play *Professor Bernhardi* (1913), thought he saw the handwriting on the wall. Typically, he sensed the doom of the old Jewish Cemetery, "whose sepulchers will be slowly sucked into the soil." Perhaps it was a blessing that Hofmannsthal died five years before the Reichstag fire and Schnitzler only three. This painstaking 412-page edition cannot help but become what Peter Beltzer calls it in *Die Bücherkommentare:* a "rich mine" for lovers of German and Austrian letters.

—*Bettmann Archive.*

Hugo von Hofmannsthal—he made the most of a world on its way out.

Alan Sillitoe, known to most Americans for his *Saturday Night and Sunday Morning,* has done it again with a novel called, for reasons of his own, *The Death of William Posters.* In it we meet yet another Midlandish outsider, an angry young man rebelling at the drab working-class society of Nottingham. He chucks his wife and hikes off on an odyssey of sorts, not quite sure what he is seeking, except incidentally a series of adventures with married, middle-class women. What John Osborne would call his "devil inside" drives Sillitoe's hero on his fuzzy quest to North Africa and to a decision (after 318 pages) to join up with the Algerian rebels, whose Nottingham contingent is undermanned.

Perhaps no work since Osborne's *Two for England* has so irritated British critics. Sillitoe is accused of overworking a now well-worn theme. Still, Osborne pulled it off with his angry man and

—*AFP photo/Tass.*

Louis Aragon in Moscow, 1964.

Wesker with his kitchen sink. The *Times*'s anonymous reviewer looks back less in anger than in sorrow: "Very often in the past ten years or so critical journalism has tended to be enthusiastic not over anything to do with literary merit of the work in question so much as over its ability to gratify a strange ignorance and a strange curiosity about how the other half is supposed to live . . . [Critics] are therefore ready to be imposed upon—by accounts whose authors have not sufficient literary virtues to be always accurate—by a myth."

Louis Aragon, having completed with André Maurois their *Parallel History* (in which Maurois traces the history of the USA while Aragon presents a chronicle of the USSR), now launches another collective project—this time with his wife, Elsa Triolet, the Russian sister-in-law of Mayakovsky who transplanted Aragon from the ranks of Surrealism in 1927 to the ranks of Communist writers. This marital team has begun to publish its complete works in alternating volumes, the first being her juvenilia and the second his earliest works. It is a pleasant idea, and appropriate, since Mme. Triolet inspired some of Aragon's finest poetry, including *Les yeux d'Elsa* (1942) and *Elsa* (1959). Maurois for one is charmed by this project, which he finds without precedent, not even in the case of Robert and Elizabeth Browning (too late and too little). "Here, on the contrary, the back-and-forth interplay will be sustained throughout a long time-sequence, making up the history of a mutual love and reciprocal influences."

—Robert J. Clements.

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His Pen Was a Welcome Weapon

The War: 1941-45 *(Volume V of "Men, Years—Life"), by Ilya Ehrenburg, translated from the Russian by Tatiana Shebunina and Yvonne Kapp (World. 208 pp. $5.95), deals with the novelist's experiences during the grim days of the Nazi invasion of the USSR. Alexander Werth spent the war years in Russia and wrote "Russia at War, 1941-45."*

By ALEXANDER WERTH

ILYA EHRENBURG, now in his seventy-fifth year, is not only one of the most brilliant of Soviet writers but also one of the most controversial figures on the Russian literary scene. Born in Kiev in 1891, the son of a middle-class Jewish family, he got into trouble with the czarist police as a "revolutionary" at the age of sixteen, spent a few weeks in jail, and succeeded in emigrating to France. He met Lenin there; but Ehrenburg was actually more interested in art and literature than in politics. As a habitué of the Rotonde Café in Montparnasse, he got to know Modigliani, Picasso, and other famous artists and poets, and soon blossomed out himself as a symbolist poet.

Those happy days in pre-1914 Paris, described with a touch of nostalgia in the first volume of his autobiography, left a lifelong mark on Ehrenburg, who has remained to this day the most outspoken Russian defender of modern art and the chief antagonist of academic canons. Even at the height of the Stalin régime he did not hesitate to pour ridicule on the "ham" painters and the writers of "socialist realism." Khrushchev, as well as Leonid Ilyichev, the recently deposed Ideological Chief of the Central Committee, attacked him savagely in 1963 as a dangerous Western and "liberal" influence. He was accused of liking Paris better than Moscow, was reminded of the fact that, between the two wars, he had preferred to live abroad, and that in the 1920s he had written several satirical novels which were not only "anarchist" and "cosmopolitan" but also insidiously anti-Soviet.

On the other hand, his enemies in the West (for if Ehrenburg has many friends, he has also many enemies) have never ceased reproaching him with being a "survivor"; had he not, they recall, been well looked upon by Stalin, who had had dozens of other writers—and particularly Jewish writers—deported or shot? They have also suggested that Ehrenburg's nonconformism was merely a pose.

This kind of criticism strikes me as most unfair, as does the common charge that Ehrenburg's nonconformism was always strictly limited to what was "allowed" by the Soviet authorities. In reality, Ehrenburg has on many occasions shown great courage, and his autobiography, in particular, has exercised the most salutary liberal influence on the present young Soviet generation. It was also Ehrenburg who, almost immediately after Stalin's death, published his novel *The Thaw*, which marked the end of the artistic and literary deep-freeze of the dictator's last years. It was an act of real courage.

This fifth volume of Ehrenburg's autobiography deals with the war years in Russia. In spite of being more interested in art than in politics, once the war had started he felt it his duty to do "war service," and to write day after day on the most burning and topical subjects. His success was fantastic. He worked in a sort of concentrated frenzy, turning out three, four, five articles a day, for the Russian press, for countless army newspapers, for British, American, and other foreign journals. He was outraged by the Nazis, and his pungent anti-German articles made him immensely popular in Russia, not least with the Red Army. Partisans are known to have swapped a precious ounce of tobacco for a bunch of Ehrenburg clippings. His French background was of the greatest help: his witty, scurrilous journalism was in the French pamphleteering tradition, wholly different from the pompous, cliché-ridden writing that was the general rule in the Soviet press. If his violent anti-Germanism was "un-Marxist" it was, nevertheless, precisely what was wanted during the war; and Stalin was not alone in thinking that, as a morale-builder, this number one propagandist was worth to Russia twenty or thirty divisions. Hence, I believe, the relative leniency with which Stalin treated Ehrenburg during subsequent years, even though in April 1945, with the Russians well inside Germany, "hate propaganda" was suddenly stopped.

Ehrenburg's volume on the war years is altogether admirable in its deep sensitiveness to human suffering. I see no reason for damning him because he now tells many things he could not tell before—for instance, the bullying to which he was subjected by some of the top bureaucrats of the Party, such as Shcherbakov; the inexplicable arrests that occurred in the newspaper offices even at the height of the war; the inhuman treatment accorded by the NKVD to repatriated Russian war prisoners, all of whom were regarded as suspects and almost as criminals.

Ehrenburg still has mixed feelings about Stalin. During the war there were signs of a liberalization of the régime, but these hopes proved idle; on the other hand, Ehrenburg has no doubt that the

—From the book.

Ilya Ehrenburg with a group of Jewish partisans, Vilnius, 1944—he was outraged by the Nazis.

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B. Lapin and Z. Hatzrevin—writer friends of Ehrenburg who were killed in action during World War II.

soldiers had an "absolute confidence" in Stalin. Marshal Zhukov, though disliking Stalin at heart, still (as he told Ehrenburg) admired him for his "nerves of iron," which never gave way even when the Germans were just outside Moscow.

One of the most interesting psychological portraits Ehrenburg draws is that of General Vlasov, whom he met shortly before the latter's capture by the Germans. Ehrenburg does not believe that Vlasov was "anti-Soviet" when he "went over to Hitler." In his view, Vlasov was a man of morbid ambition, a careerist in the worst sense. Up to the moment of his capture he had been one of Stalin's favorite generals, with a dazzling future ahead of him. Having been seized by the Germans, he could see no further advancement for himself except as a henchman of Hitler, whose chances in 1942 still seemed reasonably good.

As usual, Ehrenburg is sentimentally pro-French and barely friendly to Britain and the United States. In 1942-43, he was bitter about all the delays in opening the "Second Front" in the West; when he met Churchill in 1944 he was obviously still smarting:

> I was introduced to him. He made an effort to smile. "My congratulations to you, my special congratulations." What he was congratulating me on I did not know, but I smiled back and congratulated him, on what I did not know either.

Ehrenburg also had mixed feelings about the Allied correspondents in Moscow; he says nice things about Leland Stowe, Maurice Hindus, and myself, but still feels annoyed with another American correspondent who patronizingly presented him with a pound of sugar.

Power Play and Poetry

Mao and the Chinese Revolution, *by Jerome Ch'ên, with thirty-seven poems by Mao Tse-tung translated by Michael Bullock and Jerome Ch'ên (Oxford University Press. 419 pp. $7.50), covering the most turbulent years in modern Chinese history, follows the Communist leader from his student days through the establishment of the Chinese Republic. C. T. Hu is professor of education at Columbia University.*

By C. T. HU

AN OLD Chinese saying has it that not until the last nail on the coffin is driven in can a man be properly judged. That so much has already been written and published about the man Mao Tse-tung is perhaps attributable not so much to the impatience of his biographers as to the uniqueness of Mao as a person. Considering the enormous magnitude and the far-reaching repercussions of the Chinese revolution, it is small wonder that the man with whom that revolution has been identified should have been studied and restudied, taken apart and put together again.

In this sense, Jerome Ch'ên's new volume on Mao is no pioneer work; in fact, he relies rather heavily on previously published works both in Chinese and in Western languages. There are, however, certain features of this book that set it apart from its predecessors. Rejecting the "Hegelian" and the "psychoanalytical" approaches, Ch'ên offers a fresh approach which seeks to let the record speak for itself. This is evidenced by his exhaustive use of printed materials and his thorough documentation, which the reader sometimes finds distracting since he has to refer so frequently to notes at the end of the volume. But, overlooking this minor annoyance, one finds an exceptionally skillful handling of the available data; for what Mao has said is integrated with what others have said about him, with a sharp sense of proportion and admirable judiciousness. Unlike the earlier impressionistic and journalistic works, the Ch'ên volume is an attempt at modern historical scholarship, treating the subject matter in depth and at all times projecting the personality of Mao against the perspective of the historical forces at work.

As the title indicates, both Mao the man and the Chinese revolution are subjected to close scrutiny and reinterpretation. But Mao remains the dominant theme, for the author obviously subscribes to that Chinese notion which holds that "heroes create the circumstances of their time" rather than being its products. The implication is clear: without Mao the Chinese Communists could not have triumphed over the Nationalists, and the revolution could not have succeeded. Thus Ch'ên is exceedingly impressed with the role Mao has played in that revolution, speaking often of his brilliance, adroitness, and capacity for penetrating analysis.

The book covers the most turbulent years in modern Chinese history; it follows Mao from his student days through some of his most decisive struggles, which resulted in the establishment of the People's Republic in 1949. The student of modern China will not find any hitherto unknown facts, but few will fail to be impressed with the painstaking reconstruction of what is generally known but not adequately understood. Ch'ên's analyses of the intricate play of power politics during the first United Front, his recounting of the saga of the Long March and of the conflict between the two parties on the eve of Chiang Kai-shek's downfall demonstrate his command of the materials and his ability to organize and interpret.

TO the general public, especially in the West, the mention of so many unfamiliar names and events may prove somewhat baffling, but the revolution was, after all, a drama with innumerable actors. Nevertheless, a glossary of names (with Chinese characters) at the end would have been helpful to those who wish to use this book for reference purposes.

One would not ordinarily expect to see thirty-seven of Mao's poems included in a book of this nature, but Ch'ên, being a scholar of both traditional Chinese and modern Western training, believes that "poetry transmits the sound of the heart." Thus for Ch'ên what Mao writes in this literary form provides still another index to an understanding of his personality, Mao's disclaimer to being a poet notwithstanding. In any event, the poems are translated with an unusual degree of sensitivity for the nuances and subtleties that are characteristic of Chinese poetry. For this well-executed task both Ch'ên and Michael Bullock deserve thanks.

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A Malady of Love

The Anguish of the Jews: Twenty-three Centuries of Anti-Semitism, *by Edward H. Flannery (Macmillan. 332 pp. Hardbound, $6.95. Paperback, $1.25), presents a Roman Catholic priest's examination of "the great hatred" from its earliest manifestations to the present day. Abram L. Sachar, president of Brandeis University, wrote "A History of the Jews."*

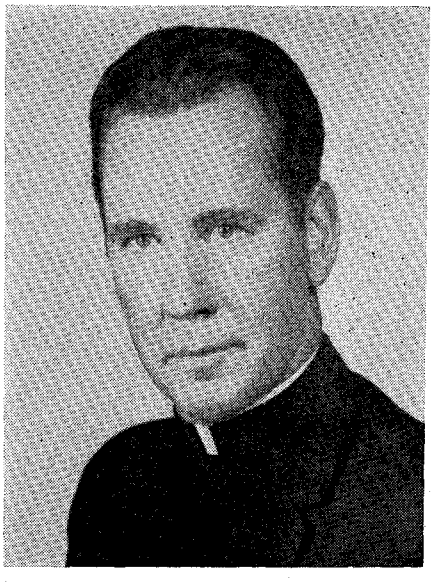
By ABRAM L. SACHAR

THE DISTINCTION of this volume lies not so much in its excellent substantive material, its scrupulous documentation, or its felicitous style as in its authorship: it is the first uninhibited book ever written on anti-Semitism by a Roman Catholic priest. Father Edward Flannery has plunged into the sorry record of the Church, and has not hesitated to lay responsibility squarely where he feels it belongs—on avaricious monarchs, on corrupt demagogues, on ignorant peasants; but also on powerful churchmen, many of them later canonized, and on such influential Popes as Innocent III and Paul IV. If he recalls the brief moments of respite, such as took place under Pope Gregory the Great and Charlemagne, he confesses that they cannot condone whole centuries of darkness.

Of course, anti-Semitism did not begin with the Church. Father Flannery carefully examines the earliest origins of the disease. Anti-Semitism is found in abundance in the writings of Apollonius Molon, Apion, Tacitus, and many others. Indeed, to Apion, epitomized by Father Flannery as the "Mt. Everest of Greco-Oriental anti-Semites," belongs the dubious distinction of elaborating Democritus's fiction of Jewish ritual murder.

The author also reminds us that in the earliest days, when the new faith of Jesus and the Apostles was struggling for a foothold, the first Christians, in the give and take of acrimonious dispute, suffered all manner of contumely from a Jewish community that reacted sharply to apostasy. He recalls the fate of Stephen, the two Jameses, and Barnabas.

But, having entered these caveats to provide perspective, Father Flannery places on the Catholic Church the responsibility for having provided the respectable theological sanctions for the centuries of persecution. Although Hippolytus and Origen, in the third century, initiated the charge of deicide against the whole Jewish people, this formidable curse did not emerge in all its horror until the patristic age in the next century and the advent of St. John Chrysostom, described by Father Flannery as "up to his time . . . without peer or parallel in the entire literature *Adversus Judaeos.*" However unwittingly, Chrysostom, with help from St. Gregory of Nyssa, forged the weapons for the bloodstained centuries that followed, for prince and peasant, hooligan and fanatic, the rabble of the Crusades, Chmielnicki's Cossacks, Torquemada and the Dominicans of the Inquisition, Pobyedonostzev in Czarist Russia; for the forged *Protocols of the Elders of Zion;* for the demagoguery of Father Coughlin. The iron car of history with its cargo of hate went careening through the ages, setting off the medieval Talmud burnings, the enforced baptisms and the autos-da-fé in public squares, the gaberdines and the badges of shame, the compulsory missionary sermons to Jews which Popes decreed and which went unrevoked until 1848. Taking us into the twentieth century with its climactic horror of genocide, Father Flannery writes:



Father Edward H. Flannery: Anti-Semitism is "a denial of the Christian faith."

> The chronicler of anti-Semitism is beset at every turn with the problem of superlatives. Long before reaching the contemporary scene he has exhausted his supply . . . The problem is not only verbal but real. From the first literary strictures against Judaism in ancient and early Christian times to almost any major manifestation of anti-Jewish animus in a later epoch, a crescendo in violence has unfolded, each grade of which has promised to be the upper limit but which unfailingly paled before what followed.

After reading the volume, one is all the more astonished at the obduracy of arch-conservative members of the Roman curia towards the overwhelming mandate of Vatican Council II to renounce forever the charge of deicide against the Jewish people. The conservatives and, indeed, some "moderates," would prefer to "forgive," to plead for remembrance that the Jews in Jesus's day knew not what they were doing. But who "forgives" whom? And for what? As Boston's Cardinal Cushing asked at the Council, if a Jewish mob twenty centuries ago purportedly shouted for the blood of a great social radical, does it follow that their descendants for a hundred generations must be the accursed of the earth?

And, the author asks, as did the late Pope John XXIII: If it were foreordained that Jesus of Nazareth would die for the sins of *all* mankind, why do the people from whom he sprang have to pay for the fulfillment of God's intention?

To such ecumenical leaders, as to sensitive and self-respecting Jews, these arguments seem macabre, the hour late, in a world where six million Jews were done to death and scarcely a Christian nation opened its doors to a fraction of those who survived. Hence the bitterness of Maurice Samuel, who believes that many Christians bear "the great hatred" for Jews because Jesus was a Jew and brought Judaism's ethical discipline to bear on a pagan world, a world ever uncomfortable under the restraints of Jewish Christianity. Christians, says Samuel, "must spit on the Jews as Christ-killers because they long to spit on them as Christ-givers."

One cannot, however, believe that it was the intention of Pope John, nor that it is Cardinal Cushing's, to parade generosity or to ask benevolently that bygones be bygones. We can hear the resurgence of the true ecumenical spirit in the applause of the younger "bishops near the door" when Cardinal Cushing pled for haste in correcting a terrifying historical wrong so that its evil may not be further perpetuated. Father Flannery's book is so valuable exactly because it is not the impersonal product of sociology which analyzes, or of history which chronicles, or of religious exegesis which interprets. It comes from the heart of an honest priest who is deeply moved by the poisonous horror of anti-Semitism, and who appeals to his people to remember that though "the sin . . . is many things . . . in the end it is a denial of the Christian faith, a failure of Christian hope, and a malady of Christian love."

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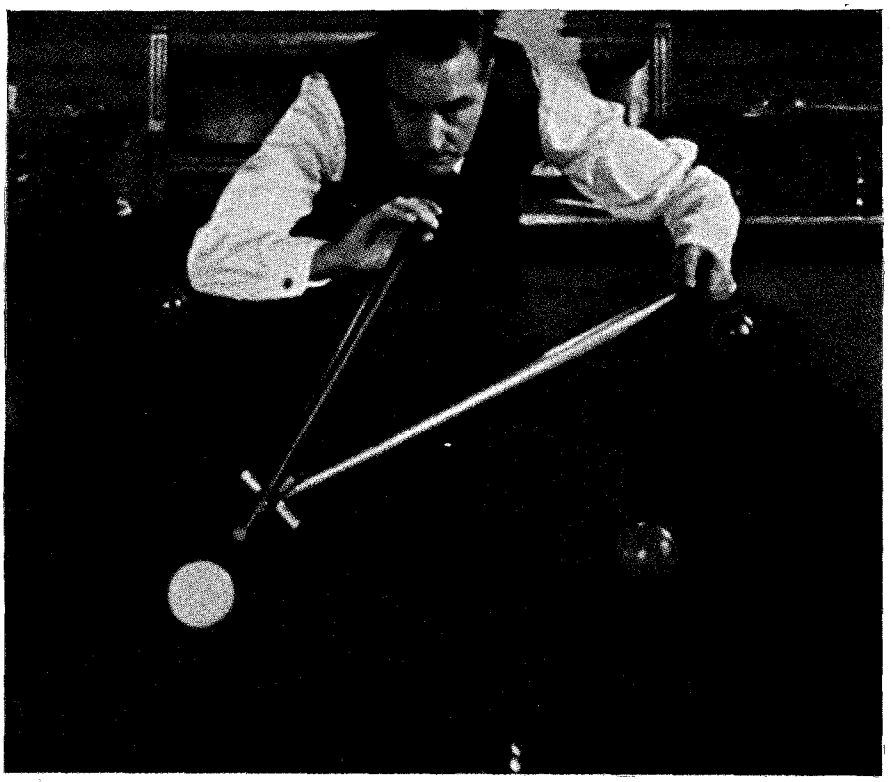

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Dissenters in Zion

The Other Side of the Coin, *by Alfred M. Lilienthal (Devin-Adair. 420 pp. $6.50), and* ***The Decadence of Judaism,*** *by Moshe Menuhin (Exposition. 497 pp. $6), take up the cudgels against Zionism on the grounds that it leads to divided loyalties in the U.S. and endangers free-world interests in the Near East. Edward Wakin, a member of the faculty of Fordham University, wrote "A Lonely Minority: The Modern Story of Egypt's Copts."*

By EDWARD WAKIN

IN RECENT years, as Americans have made up their minds on Israel and turned to more pressing international issues, arguments about Zionism have become increasingly parochial and decreasingly audible. The field is left to newly-arrived Arab students, a few hired hands, and a handful of American Jews who cry out against Zionism and Israel. One such is Alfred M. Lilienthal. *The Other Side of the Coin,* the final book in a trilogy that began with *What Price Israel?*, is a sometimes persuasive, sometimes petulant, consistently critical report on Israel and on Zionism in America. The uneven, occasionally tedious result is so infused with obsession about Zionist conspiracy and power that manner gets in the way of matter. Perspective and sound analysis are lacking.

Moshe Menuhin, father of the famed violinist, presents a companion piece to Lilienthal's detailed denunciation of Zionist and Israeli policies and practices. In *The Decadence of Judaism in Our Time* Menuhin argues passionately that Jewish nationalists have perverted spiritual Judaism into a "pagan Judaism, 'Jewish' political nationalism."

Menuhin's presentation is less polished, his use of headlines to introduce the many fragments comprising the book disconcerting, his exposition encyclopedic. The volume is studded with quotations from and biographies of leading Jewish figures over the centuries. Nonetheless, his report is forceful and provides insights into the Zionist mentality. Menuhin's close contact with the subject reaches back to his origins in Russia, where he was born in 1893 of a Hassidic family, and to his early involvement in Zionism before World War I.

Both authors carry on loud arguments about the traditional questions of Jewish identity and assimilation. Both raise the question of dual loyalty. Lilienthal, in a statement that typifies his approach, challenges American Jews to "either go to Israel or conduct themselves in this country in such a manner as to remove all suspicions as to their national loyalties." This "positive choice" is unrealistic: the first is rejected by the overwhelming majority of American Jews, the second is an exaggerated version of the American Jewish posture.

With the same penchant for oversimplification Lilienthal paints a picture of an America ruled by conformity and fear, with Zionism as one of the evil dragons in the foreground. He accepts as a fact the domination of the mass media by Zionism, without distinguishing between pro-Israel bias and failure in general to provide balanced coverage. He denounces high-pressure Zionist tactics; at the same time he criticizes the opposition for soft-pedaling the counterattack, and scores Lebanese Americans, the largest Middle Eastern minority in the U.S., for not being militant on behalf of the Arabs. Lilienthal's approach is consistent only in its premise that free-world interests in the Middle East are endangered by American Zionism and its support for Israel. From that all else proceeds.

But there remains strong medicine in both books. Lilienthal is particularly effective in discussing the plight of Oriental Jews and Arabs in Israel. As might be expected, both authors present detailed and damaging evidence on the Arab refugees. Menuhin reviews with outrage the Kafr Kassim massacre of forty-six Israeli Arabs caught in the fields after a sudden curfew had been ordered just before the 1956 attack on Egypt. He is affronted by what he regards as jingoism, and indicts the "military junta of Israel."

Whereas Menuhin ends with a plea for psychological emancipation from Jewish nationalism, Lilienthal offers a peace plan for the Middle East that would include return of all Arab property and internationalization of Jerusalem, under the supervision of a newly-created United Nations agency. The plan will please the Arabs; Israelis will regard it as a proposal to destroy Israel; Zionists will cite it as an illustration of Lilienthal's blatant anti-Israel bias. Its main elements involve emigration of 850,000 Israelis, mostly of European background, to the U.S., England, NATO countries, Canada, and Australia, among others, over a ten-year period, and their replacement at the same rate by an equal number of Palestinian Arab refugees.

While Lilienthal has little future as a Middle East peacemaker, he certainly qualifies as a bold, controversial dissenter, as does Menuhin. It is noteworthy that both authors frequently make their best points by citing dissenting Israeli voices. In fact, Lilienthal and Menuhin often sound like a pair of Israeli iconoclasts arguing at adjacent tables in an outdoor café in Tel Aviv.

"It's never been done before; why stick your neck out?"

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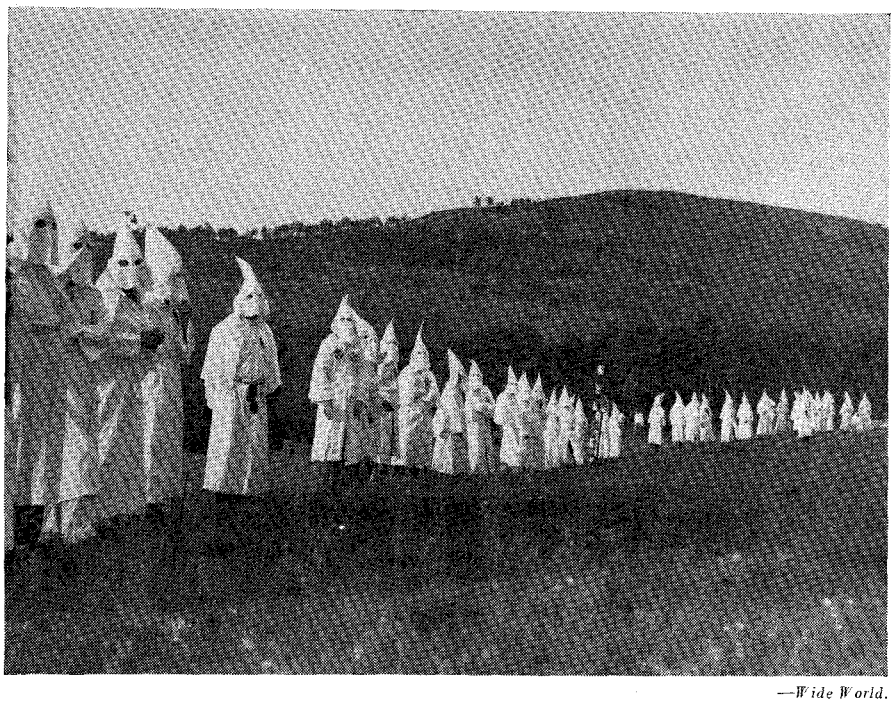
The Haters Among Us



—*Wide World.*

Ku Klux Klan gathering in Stone Mountain, Georgia, 1948 —"something for every member of the . . . majority."

The Ku Klux Klan: A Century of Infamy, *by William Pierce Randel (Chilton. 300 pp. $5.95);* ***Hooded Americanism,*** *by David M. Chalmers (Doubleday. 420 pp. $5.95), and* ***The Ku Klux Klan in the Southwest,*** *by Charles C. Alexander (University of Kentucky Press. 288 pp. $6), seek the roots of this prejudice-exploiting organization and the causes for its periodic resurgence in a democratic society. Roger N. Baldwin is founder of the American Civil Liberties Union.*

By ROGER N. BALDWIN

THREE books by three professors on the "Invisible Empire," appearing almost simultaneously, present timely background material for the current Congressional investigation of Klu Klux Klan outrages in the South. The studies emphasize different periods: William Pierce Randel, a Northerner transplanted to Florida, devotes more than half his book to the Klan of Reconstruction days (1865 to 1871). David Chalmers, also a Northerner, gives that period a single chapter, concentrating on the revival of the Klan in the 1920s and its later resurgence, bringing the story almost up to date. Charles Alexander, a Texan, has written a regional study dealing with four states—Texas, Louisiana, Arkansas, and Oklahoma—and covering the revived Klan which in that area specialized in imposing through violence conformity to Victorian morals.

All three books are valuable because of the lack of previous comprehensive studies. Due to the Klan's notorious secrecy, the authors' sources are almost entirely limited to the press, court records, legislation, and a single Congressional hearing.

Historical studies, novels, and the notorious racist film *The Birth of a Nation* romanticized the original, short-lived Klan, giving it a false glamour which, as Professor Randel deplores, is still preserved in many historical texts. Aimed at restoring the "Southern way of life," the Klan contributed greatly to its disappearance.

But of the Klan's three separate incarnations (1865 to 1871, 1915 to 1944, and 1949 to the present), its most significant was its expansion from the South to the entire United States as a political force in the 1920s. So widespread was its appeal to all forms of prejudice against minorities that it caught millions in its net, especially in rural areas. There was something for every member of the white, Protestant, Anglo-Saxon majority: fear of Catholics, Jews, aliens, unions, Communists, and, of course, Negroes.

All three authors reach the same conclusion on how such a lawless, violent, reactionary organization could periodically achieve a position of influence in our democracy. In Chalmers's words, ". . . despite general societal disapproval, newspaper attack, surveillance by the FBI, shortage of funds and a general poverty of leadership, the Klan persists because the stuff of which Klansmen are made is part of American society." Randel observes, "The Klan at every stage has been the active expression of great American myths, especially those of divine plan and a chosen people, specifically, white Protestant Anglo-Saxons." Alexander concludes his book with the statement: "The Klan of the Twenties has disappeared, but its spirit and goals remain, sustenance for new crusades for 100 per cent Americanism and moral conformity." Maybe so. The author of an earlier book on the Klan declared, during its heyday in the Twenties, that "Two-thirds of the American people are members of the Klan whether they know it or not."

Times are changing, however, with the current Negro revolution, Supreme Court affirmations of the rights of minorities, and a far greater power in the Federal Government to make uniform the rights of all American citizens. The end of anti-Catholicism was marked by Kennedy's election to the Presidency; anti-Semitism has markedly declined, and anti-Communism is nobody's monopoly. There's not much left for the old white, Protestant Anglo-Saxons save the losing fight against the Negroes.

BUT even in the past the several Klans foundered on other, more tangible obstacles. They were torn by dissensions and rivalries over leadership and their handsome profits. They became corrupt rackets. Their nightriding outrages were prosecuted. The law unmasked them. Their charters were revoked. Their political power, so ominous in the early 1920s, disintegrated in a few years. From a nationwide menace, the Klan has now become what it was at its birth 100 years ago: a violent Southern racist defiance. But even this is only a weakened remnant, fighting for white supremacy against a rising tide of equality.

Extralegal violence, for so long a striking contradiction to our democratic processes, has been steadily diminishing under federal controls, and is at last on the way out. The intolerances these authors attribute to the dominant "American spirit" will find their expression rather in lawful forms of politics and propaganda, reflecting the still deep divisions of a people presumably on the road to the "Great Society."

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The Terrible Monotony of It All

The Fetish and Other Stories, *by Alberto Moravia, translated from the Italian by Angus Davidson (Farrar, Straus & Giroux. 285 pp. $4.95), offers brief glimpses of men and women separated by lack of understanding and by the banal "automatism" of their lives. Dorrie Pagones has studied literature in Europe under a Fulbright grant.*

By DORRIE PAGONES

"HOW BEASTLY the bourgeois is," wrote D. H. Lawrence. "Especially if Italian," one might add after reading some of Alberto Moravia's stories. But to no critic, apparently, can the bourgeois appear more beastly than to himself:

"'I dislike myself,'" muses the model husband in one of these forty-one tales of loneliness, boredom, and disenchantment, "'as one dislikes certain people that one meets in the train. . . .'"

"'How unpleasant I am! How very unpleasant!'" cries a young law student in another story, looking at his image in the water of a lake.

"'Inside me there's nothing but an enormous boredom,'" exclaims the spoiled wife of a third story.

The obvious danger in writing about a lot of bored people is that the writer is likely to seem the most crashing bore of all. But dangers, obvious or otherwise, have never deterred Moravia from his chosen path, and that is fortunate; for, although the stories in this collection are, in the most literal sense, monotonous, they are nearly all absorbing. One exception is "Too Rich," the story of the bored wife. This piece indulges, in a fashionably banal way, the current, incomprehensible Italian passion for languid conversations about life carried on in a speeding sports car.

The English title of the book is a bit misleading: a better one would have been "The Automaton," a literal translation of the Italian title. For these are men and women who have become automatons, and, in many of the stories, Moravia tells of the one moment that must come even to machines when, as one character puts it, they "'get fed up with being machines and want to prove that they're not.'"

The situations are mostly of a sexual nature, but to say this is to give very little idea of them. Moravia is first of all a moralist who uses the sexual relationship for the good and simple reason that there are few others which give such immediate and devastating insight into character. Much has been made of his reputation as a writer about sex; but anyone who hopes to find erotic excitement in his book will be bitterly disappointed. When Moravia's characters go to bed, they talk.

In "Words and the Night," a husband and wife are asleep. A thunderstorm awakens both and gives rise to different thoughts. Giovanni thinks of the thirty years that have passed since, as a child, he ran to his mother for comfort in a similar thunderstorm. Feeling unaccountably depressed, he asks his wife what she did when the storm woke her and she replies, "'I thought of you.'" Giovanni, vaguely irritated, tries to force his wife to say precisely what she means when she says she thought about him. He never finds out, for he does not know how to communicate with her.

"At Night, In Sleep" tells how a husband who is separated from his wife telephones her to ask if he may come to her apartment and simply spend the night beside her. She agrees, on condition that he will on no account wake her. There follows a detailed description of the husband's impressions as he enters the darkened apartment and watches, through the night, the unconscious movements of the sleeping woman.

Even in their waking moments, people dream—perhaps. In "Jealousy Plays Tricks," Ernesto sees his wife dash into their room, excitedly fling off her dress, and run out, no doubt to closet herself with a lover. It must have been a dream, he finally decides, and tells her of it. Why, no, she replies, to his amazement; it was all just as he imagined except for one detail: in the next room there was no lover, only a dressmaker. Later, at the beach, Ernesto again sees his wife, this time in the briefest of bikinis, disappear into a hut with a man. But this time when Ernesto confronts her she insists that he has dreamed the whole thing.

EACH of these stories is about half a dozen pages long, and each is perfect of its kind. Indeed, technically Moravia is almost too good. At times we seem to hear the echo of some distant classroom voice, passing out assignments in Creative Writing: I. A girl is about to marry a rich man whom she cannot love. Describe her state of mind as economically as you can. II. A man is waiting impatiently for a girl to visit him. How shall he pass the time? Be inventive. III. Write a brief essay on the use of anthropomorphism as a literary device in the form of a conversation between a man and a woman.

But then the classroom mercifully recedes, and we are under the spell of a great storyteller, a man who for forty years has looked with critical compassion on the modern world and always set down honestly what he saw.

Hungry Auntie

By Adassa Frank

HUNGRY auntie came kissing and weaving
into the laughing house of my father.
Kissing and weaving, bringing us presents,
auntie came joking and all-the-time hugging
nieces and nephews unseen for a year.

Charming auntie, all of an evening,
kept her voice tickling soft for my father
but would not talk so warm for my mother
and spoke of my quieter sister as foolish,
which straightened most of our grinning a while.

Still, much of the evening auntie was friendly,
chatting of family, innocent things.
It was next morning, with daddy out working,
auntie got shrill as a curse in the wind,
thin elbows flapping rage on my mother.

Mother yelled back. Cornered, unholy,
she witched into auntie, who scooped up her bags.
Wilder than war, they cooled for a minute
when auntie goodbyed and cooed on the phone,
keeping her good voice soft for my father.

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Learning to Live with Chaos

Demian: The Story of Emil Sinclair's Youth, *by Hermann Hesse, translated from the German by Michael Roloff and Michael Lebeck (Harper & Row. 171 pp. $4.50), published nearly forty years ago and now issued in a new translation, portray a young boy's discovery of the chaos that lies beneath the surface respectability of everyday life. Joseph P. Bauke is professor of Germanic languages at Columbia University.*

By JOSEPH P. BAUKE

FOR DECADES Hermann Hesse loomed large as one of the great figures of European fiction. His immense fame began with *Demian,* a novel that struck the nerve of the times when it appeared at the end of World War I. *Steppenwolf,* published in 1927, became one of the most successful German novels of the century, and to this day has remained Hesse's most popular book. *Magister Ludi,* on the other hand, the ambitious coda of his career which won him the Nobel Prize in 1946, is praised more often than read and has never had the audience it deserves.

Of late, Hesse's standing with the critics has deteriorated sharply, and it is now the fashion to deprecate the novels while eulogizing their author. The acclaim for the man is deserved, for no other German writer has spoken out as passionately as Hesse against the madness of his contemporaries. While Thomas Mann was still pontificating about the evils of democracy and extolling the glories of Imperial Germany, Hesse spelled out the pacifist protest of the tradition that once earned for Germany the sympathy of mankind. A voluntary exile from his fatherland, Hesse moved to Switzerland in 1919 and lived there until his death in 1962.

Demian is Hesse's portrait of the artist as a young man. The sixteen-year-old Emil Sinclair is troubled by the contrast between his well-ordered, middle-class home and the world of license and brutality that he senses under the veneer of respectability. At first the two realms seem separate, but in poignant lessons he learns that chaos is at the bottom of everything and that it will be his life's task to live with this knowledge. His friend Demian is the hierophant who introduces him to the mysteries of darkness, guiding his descent into the world of Abraxas, an obscure Greek deity in whom all opposites are reconciled.

As a novel, *Demian* has its faults. Hesse's psychoanalytic explications, which electrified another generation, have lost the thrust of novelty now, when every third-rate writer has read an introduction to Freud. The quest for self-realization, "to try to live in accord with the promptings which came from my true self," is re-enacted by the yearners and seekers in countless novels about adolescents. To a college student familiar with Zen and LSD, Abraxas may well be a household idol and not the forbidden god of Hesse's vision. A reader who has been captivated by the author's trenchant analysis of character and situation will be annoyed by the romantic whirligig with which the book ends.

Yet, when all the reservations have been made, *Demian* stands as a classic document of the revolt against the unreflected life. Despite the fanciful touches, Hesse is not a traditional teller of tales but a novelist of ideas and a moralist of a high order. What may seem intellectual pretension is actually the result of deep emotional involvement, an effort to lift personal and intimate problems into universal ones. The autobiographical undercurrent gives *Demian* an Existentialist intensity and a depth of understanding that are rare in contemporary fiction. In his introduction Thomas Mann quite properly compares the novel to Goethe's *Werther.*

If Hesse has not fared too well with American readers, the quality of the previous translations of his works certainly has not helped. His prose, at once highly poetic and deceptively simple, is not easily rendered into English, and a careless translator can make his novels sound like pieces of juvenilia. Michael Roloff and Michael Lebeck have done an excellent job on *Demian,* retaining the vitality of a book that is likely to win Hesse many new admirers.

The Futility of Revenge: There is a great idea in *An Ancient Enemy* (Doubleday, $4.50), excellently translated from the French by Francis Price. Pierre Moinot, winner of the Prix des Libraires, tries to demonstrate how the force to live and let live is stronger than the compulsion for revenge. To do so, he sets his story on Corsica, that isle well-known to

(*Continued on page 47*)

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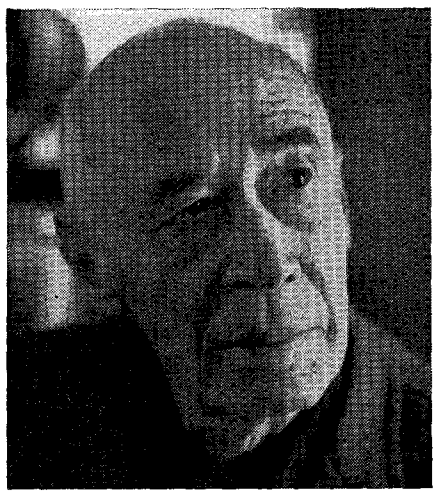
Transcendentalist in the Basement

***Sexus,** by Henry Miller (Grove. 634 pp. Paperback $1.25), presents a nightmare version of American transcendentalism. Warrington Winters, a free-lance critic, teaches a course on the contemporary novel at the Polytechnic Institute of Brooklyn.*

By WARRINGTON WINTERS



Henry Miller—"into the pot of horror."

ALTHOUGH Henry Miller made his first raw notes for *The Rosy Crucifixion* in 1927, the first part, *Sexus*, did not appear in Paris until 1949. Now, from Grove Press, we have this authorized American edition.

Set entirely in New York in the 1920s, before Miller had ever seen Europe, this autobiographical fragment tells the story of Miller and June Edith Smith ("Mona") from their first meeting up to their marriage. Who was she, this shadowy woman? We know about her almost exclusively through Miller himself. "Mimetic, chameleonesque," he calls her. "Inwardly she was like a column of smoke." Certainly she was the single most powerful influence in his life. Indeed, by sheer force of personality she so dominates the anarchy of this book as to give it perceptible form.

Look at it episode by episode: (1) Meeting Mona as a Times Square taxi-dancer, Miller at once involves her in a violent affair, which he soon confesses to his first wife, "Maude." (2) His old friend Stanley ("green all the way back to the bile with accumulated hatred and vengeance") manipulates the actual separation from Maude. (3) Mona and Henry shack up in the Bronx, as tenants of Dr. Onirifick. ("Children's diseases was his specialty, but the only children we ever noticed during our stay were embryonic ones which he chopped into fine pieces and threw down the drain.") (4) Mona's attempted suicide drives them to Riverside Drive. There they live with the frantic pianist, Arthur Raymond, until the death of Mona's idolized father. (5) After a grim marriage in Hoboken, they are off with Marcelle and Ned ("in speaking he seemed to caress you with his tongue") to the Houston Street Burlesk: "That smell of the latrine, of urine saturated with camphor balls! The mingled stench of sweat, sour feet, foul breaths, chewing gum, disinfectants."

In the last chapter (a literary nightmare that has never been equaled, not even by Céline) we jump forward a few years "into the pot of horror." Here we find our married couple living with a lesbian friend of the bride in a basement coldwater flat. What else could we expect after the famous three-way parties earlier? The only difference now is that the hero no longer participates. He merely crawls to their door to listen; smashes furniture for the fire; thumbs to Philadelphia and back; gets beaten almost to death in Boro Hall; finally crawls back to the basement, where he dreams that he is a dog in a dog show.

Now about the go-for-broke sex in the book. Let us first see what an old friend, Lawrence Durrell, wrote to Miller after first reading *Sexus* in the fall of 1949: "The new mystic outlines are all there; but they are lost, lost, damn it, in this shower of lavatory filth which no longer seems tonic and bracing, but just excrementitious and sad." Well, I can't agree. To my mind, these scenes (granting all that a psychologist might find in them) are a much-needed antidote to the current horrid prestige of such sado-masochists as Genet, Burroughs, Rechy, and others.

It is true, though, that we must accept not only the sex but also vast quantities of wearisome surrealism, interminable pontifications on "writers" and "art," the old similes ("living on tenterhooks") along with the new ("as peaceful as blutwurst"), and acres of plain careless writing. Yet, if we can still see Miller steadily and as a whole, we may well come to think of him not merely as our greatest American Existentialist but as nothing less than the presiding genius at the *Götterdämmerung* of American transcendentalism.

distinctive

Christmas Cards

The new catalogue of the famous Metropolitan Museum cards. This year a Spanish primitive of the Three Kings in scarlet, green, and gold, a della Robbia Nativity, a fifteenth century street scene by a Flemish master, a Raphael Madonna, a circus painting from a French snuffbox, a prancing lion and a rose in embroidered silks, and a collection of brilliant watercolor sketches of Early American sleighs are among the more than fifty new designs. ☆ The cards, printed in limited editions, cost from 5 to 95 cents each, and can be bought *only* by mail or at the Museum itself. The catalogue—which also illustrates Museum jewelry and other unusual Christmas presents—will be mailed about September first.

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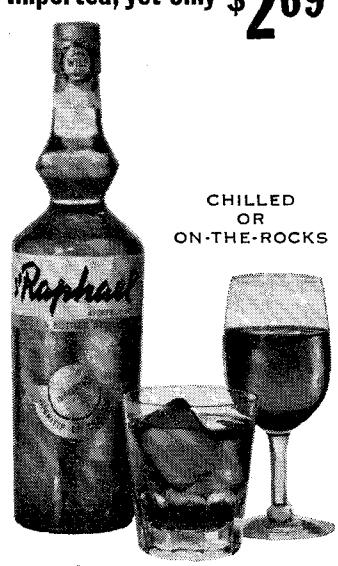

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Pebbles in a Pond

By ALICE DALGLIESH

WITHIN the last three seasons three authors have dropped pebbles into that placid pond known as "books for the middle group," usually ages nine to ten or eleven. These "middle-aged" citizens are popularly supposed to like fairy stories, mysteries, more or less mild adventure, and family stories, the last too often almost without plot. Three recent books have dared to differ, and have already made ripples of discussion, approval, or dissent. They are *Harriet the Spy,* the Newbery-winning *Shadow of a Bull,* and now *Dorp Dead,* by Julia Cunningham (Pantheon), winner of the *Herald Tribune* prize in the middle group.

Harriet the Spy has already been well gone over, pro and con. I was impatient with her postures, but felt sorry for the young "spy" and guessed that children would be amused by her; some have been. When I remarked that *Shadow of a Bull* was a happy choice for the Newbery medal, this brought a letter to the book review editor from Margaret S. Atkinson (SR, April 17), saying that Joseph Wood Krutch (SR, March 27) and Cleveland Amory would probably not agree with me, and directing sharp words to the American Library Association for having given an award to "this kind of sadism."

Quite definitely I'm not a sentimentalist about animal life, nor am I a sadist. I belong to the Humane Society, of which Mr. Amory is director, and I get its literature; a notice that came from them yesterday drew attention to a rumor that New York was considering legalized "bloodless bullfighting," and that the Society would investigate the story. I had previously heard such a plan ascribed to another state.

I did not consider *Shadow of a Bull* sadistic, nor did the ALA. It simply was that rather rare thing, a well-written and original book. In the U.S. bullfights are not a part of the national drama, but they have such a role south of the border. Children see pictures of them even through the medium of "Early Bird." Why should it not be good for children to read *Shadow of a Bull* and discuss it? And I do not agree with our correspondent that the young bullfighter was interested only in saving his own skin.

Another book has arrived that will probably set off a discussion – *Dorp Dead,* by Julia Cunningham. This has already been reviewed as a book unsuited for children, or simply as a horror-adventure story, which it is not though many children may think of it that way. It is, I believe, the first book to present to middle-group readers a picture of a deeply disturbed child. As I look back at my own childhood reading, I remember that I classified some stories as "dark." At about nine I read *Jane Eyre,* and reread it many times in fascination and in dread. Always, however, there was the healing balm of the "romantic" ending.

Dorp Dead is supposedly written in the first person by a boy, Gilly Ground, a nonconformist and self-styled genius, who at the death of his "soft little" grandmother is "thrown into" an orphanage. We meet him one year later, when the sudden cessation of affection, the lack of privacy, the regimentation and noise have had time to affect him. With supposedly corrected spelling and in the author's own writing style, he tells us of his experiences:

> So go my days for that grey and gritty year when I move one step forward from being ten to being eleven, and it is right after a birthday no one but me remembers that the first tremors of the craziness vibrate under my running feet.

It is a study of a high-strung, imaginative boy on the edge of an explosion. He has already partially withdrawn, and on this particular day he runs away to his secret tower in the woods, returning to the orphanage only towards night.

The horror, the nineteenth-century melodrama with a present-day setting, comes when Gilly is sent by this incredible orphanage to a foster home, the square, stone house of a carpenter who is the local "eccentric" and actually a sadist. At first the boy likes the regularity of his life, the new clothes, good food, and even the quiet he has longed for. But soon, he discovers the man Kobalt's difficulties, and senses the dreadful fate in store for Mash, the dog, and for himself. He makes a dramatic escape to the ruined tower in the woods, which now loses its magic and crumbles around him. He has had no help from outside, except for the dog's affection and visits from "the Hunter," who appears mysteriously three times. Who *is* the Hunter?

We never know, nor does Gilly upon his return to reality clarify in words what happens. As he writes "Dorp dead" on Kobalt's door, there is an oblique looking forward to a time when he and the dog will go to live with the Hunter. Each reader must end the story for himself.

—*From "Dorp Dead".*

The central theme of the book may be one thing for adults and another for children. Judith Crist, *Herald Tribune* dramatic critic and one of the judges who awarded the prize, advances the theory of the "cages" in which we place children, as Kobalt would have placed Gilly. As an adult I tend to accept the whole thing as an allegory, with somewhat uncomfortable undertones that make one wonder how many Gilly Grounds there are. How will children take it, and what will it leave with them? It will be interesting to know.

Here Comes the Strikeout. *Story and pictures by Leonard Kessler. Harper & Row. 64 pp.* $1.95. **The Case of the Cat's Meow.** *By Crosby Bonsall. Harper & Row. 64 pp.* $1.95. These two little books are the latest additions to the Harper "I Can Read" books, and both of them should be read with pleasure. One is a sports story and the other a mystery. If you don't believe these can be done at that level, try them and see. Both are amusing, both show white and Negro children together in natural situations. Ages 5-8.

A Basket in the Reeds. *By Raphael Saporta. Illustrated by H. Hechtkopf. Lerner. 32 pp.* $3.79. This book, printed in Israel and bound and published in the U.S.A., tells of Moses and the escape from Egypt of the children of Israel. The color pictures are more or less in the style of Egyptian painting. The story is on the whole well done; though occasionally somewhat written down, it makes no compromise with regard to the horror of the elimination of all male Israelite children. However, there is also an outstanding example of the use of diminutives in children's stories: The pharaoh undoubtedly said something stronger than "All the little boys of the children of Israel must die." Ages 5-8.

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Mississippi Possum. *By Miska Miles. Illustrated by John Schoenherr. Little, Brown.* 42 *pp.* $3. Simple, direct, well-written, this story succeeds in making the reader care about the little possum that lived in a hollow log and was afraid of people. As the big river crests, the possum and a Negro family find themselves together in a tent city. Cautiously the possum becomes a part of the family, and stays with them through the flood and the return home. Stories like this, written in a natural way, need all the recognition that is their due. Ages 7-11.

Obadiah the Bold. *Story and Pictures by Brinton Turkle. Viking.* 38 *pp.* $3.50. Obadiah Starbuck lived in old Nantucket (where else would a Starbuck live?), and he had a new spyglass, made of brass and very beautiful. He announced that when he grew up he was going to be a pirate. There was, however, a difficulty. "Has thee ever heard of a Quaker pirate?" asked his brother Moses. One rainy day the children were making-believe pirate and played a trick on Obadiah, who found he didn't want to be a pirate after all. So his father told him about his grandfather who had sailed around the Horn four times, and it wasn't hard for Obadiah to transfer his ambition to being a sea captain. Charming pictures with glimpses of the sea and ships seen through the windows. A book to be read aloud. Ages 5-8.

Punch and Judy: A Play for Puppets. *Illustrated by Ed Emberley. Little, Brown.* 32 *pp.* $2.95. An extremely lively and decorative presentation of the puppet show about the famous baby-beating couple, which has lasted 400 years in many countries (see the preface).

Shall we turn this terrible couple loose on the children? At the risk of being thought a sadist, I say "Yes." The ending is ferociously moral and leaves nothing misunderstood. Seriously, I think older children can enjoy making and using the puppets and knowing something of their history. Ages 6 up. (8 up?)

Cabbage Moon. *By Jan Wahl. Illustrated by Adrienne Adams. Holt, Rinehart & Winston.* 32 *pp.* $3.50. A pretty book that fractures one of the rules of fairy-tale telling—one should be able to believe, if only partially and for a brief moment, in some of the characters. It is hard to believe in this foolish princess, her little dog, the cabbage moon, or the miser who steals the moon and tries to make it into cabbage salad. And the ending is straight musical comedy.

However, it is very simply told, and quite young children could enjoy it while slightly older ones may think it amusing. No age level.

High Wind for Kansas. *By Mary Calhoun. Illustrated by W. T. Mars. Morrow.* 48 *pp.* $2.75. "Set yourself out on the prairie and watch. You might be the one to see Windwagon Jones sailing by on the Western wind." Maybe so, maybe not. Anyway, it's a good tale, based on fact (sources given), and, according to the author, several men in the history of America's Western migration built windwagons—prairie schooners with a sail.

"Say, you don't know wind till you've felt the wind out West." Both story and pictures blow through the pages at a speed that should delight small boys. Ages 6-10.

John Henry: An American Legend. *Story and pictures by Ezra Jack Keats. Pantheon.* 32 *pp.* $3.50. Heroic is the word for John Henry as he fills the pages of this book, singing as he swings his two mighty hammers, breaking through the tunnel on the railroad to the West, and dying with his hammer in his hand.

"If you listen to the locomotives roaring through the tunnels and across the land, you'll hear them singing of that great steel-driving man John Henry. Listen!" Ages 5-8.

Who's in Charge of Lincoln? *By Dale Fife. Illustrated by Paul Galdone. Coward-McCann.* 62 *pp.* $2.95. Lincoln had an imagination that transcended all bounds, or so his family thought. His stories were tall ones, and his three sisters were used to them. But on the day when his mother went to the hospital to have a baby, the twins to their aunt's, Sara to Washington with her high school class, and the baby sitter didn't come, Lincoln was completely on his own. The things that happened were unbelievable, and of course the family didn't believe them even when they saw the newspaper.

We don't believe them either, but so plausible are all the coincidences, and both author and artist have made Lincoln such a perfectly beguiling small boy, that we go right along—and feel with Lincoln that the new baby brother will know that his adventures really happened. Ages 7-10.

Ring the Judas Bell. *By James Forman. Farrar, Straus & Giroux.* 218 *pp.* $3.25. The scene of this gripping story is the Greek village of Serifos, and the Judas bell was so named because its metal was said to contain one of the "thirty pieces of silver" for which Judas Iscariot betrayed Jesus.

The plot is based on the kidnapping of many Greek children by Communist partisans after World War II. In Serifos Father Lanaras, the Greek Orthodox priest, is the father of Nicolos and Angela. Angela disagrees violently with her father's idealism and his feeling against killing. Nicolos cannot bring himself to kill even a wolf, although as a shepherd he knows the wolf as an enemy.

When the children of Serifos are kidnapped, the tension rises. The escape of some of them, led by Angela and Nicolos, is grim and breathtaking. Angela defects to the rebels, the Andarte, partly because they seem to promise a new way of life, partly because she loves one of them. Nicolos, sustained by his faith, brings the children safely home—to a burned-out village and a father-priest who is no longer a priest.

While it has a rather visionary ending, the book is not easy to forget. Nicolos looks forward to "some distant day when ordinary men would not have to be savages to survive. Then a wolf could lead a snowbound man to safety and men would speak one language and never betray one another." Ages 14 and up.

Cortés and the Aztec Conquest. *By the editors of Horizon Magazine. Author, Irwin Blacker. Consultant, Gordon Eckholm. Illustrated with paintings, drawings and artifacts of the period. American Heritage-Harper & Row.* 153 *pp.* $3.95. **The French Revolution.** *By the editors of Horizon Magazine. Consultant, David L. Dowd. American Heritage-Harper & Row.* 153 *pp.* $3.95. Here are two new titles in the Heritage-Horizon series, with the many excellent pictures characteristic of the series. *Cortés* is particularly rich in these. The progress of the French Revolution is also shown graphically, though the pictures are closer to us in time and some of them more familiar. Young people.

—From "Cabbage Moon".

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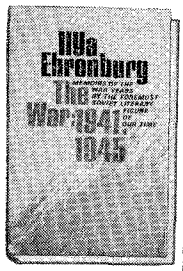

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LETTERS TO THE Book Review Editor

Obsolescent Anarchists?

IT IS INDEED unfortunate that *SR* didn't show better judgment than to select Max Nomad to review James Joll's *The Anarchists* (April 24). The level of Mr. Nomad's competence is evidenced by his contention that the anarchist movement has been "dead . . . for decades." Almost simultaneously the *New York Times* (April 20) described how the London Police attempted to cordon off "hundreds of anarchists" opposite Westminster Abbey, but that "this angered the anarchists, who struggled with the police and broke through the cordon." I detect a discrepancy. Perhaps Mr. Nomad is unfamiliar with this obscure newspaper. Other publications indicate that there were over 1,500 anarchists at that rally. I would suggest that they gave a rather lively account of themselves for corpses. Rather than present a point-by-point refutation of the disingenuous Mr. Nomad *vis-à-vis* the ingenuous Mr. Joll, I will invite anyone interested to drop me a card [P.O. Box 261, Cooper Station] for free literature and/or a bibliography of about fifty current periodicals published by our nonexistent movement.

H. W. MORTON.

New York, N.Y.

IF I WERE to descend to Mr. Morton's level of polemics, I would call him an ignoramus who does not know the difference between a movement and a sect.

Anarchism was once a movement. Its swift eclipse began in 1917 when most of its rank and file was captured by the mystique of the Bolshevik Revolution and by the anticapitalist activism of the Communists. Those who continued to call themselves anarchists have since constituted a medley of insignificant groups of millenarian dreamers without any influence on the masses and completely ignored by the general public. The existence of allegedly "fifty current periodicals"—mostly ephemeral affairs—does not prove that there is an anarchist *movement*; all it means is that there are a few thousand enthusiasts who read these periodicals, who will vote neither the Socialist nor the Communist ticket, and who, in a very exceptional case, like the one mentioned by Mr. Morton, will start a miniature riot. It must not be forgotten that the IWW (the "Wobblies"), once a genuine revolutionary mass movement in the United States, still has an office and a periodical in Chicago. Hence, in an emergency it could marshal a few hundred followers for a little altercation with the police. Nevertheless it is no longer a movement, but merely a dying sect with a romantic past, like the anarchists.

Mr. Morton's protest reminds me of a story current in Berlin during the early 1930s when the Nazis were in the ascendancy and when the *Demokratische Partei*, a progressive left-of-center organization, was rapidly melting away as most of its members jumped on Hitler's bandwagon. When, referring to that fact, somebody mentioned that that party no longer had any followers, an innocent violently protested against such a "disingenuous" statement. "You are all wrong," he shouted, "there are still dozens of them."

MAX NOMAD.

New York, N.Y.

The Herzog Debate (Cont'd)

I WOULD LIKE very much to extend my deepest sympathies to Anne E. Levinson and Ione Lilienthal for their equally vain attempts to read the novel *Herzog* as evidenced in their letters published in the May 15 and 29 issues of *SR*. I cannot understand why the former bothered to finish if she was so completely not "involved" in "Herzog's fate." Has the book been put on the required reading lists already?

Miss Levinson states, "Herzog is a fool and a bore." Then she asks, "Or is that the whole point of the novel?" It would never occur to me to call a character in a novel a bore. I don't think I have ever been cornered by one at a party. As for Mr. Herzog being a fool—sure—more so than some men but less so than most. I do not think that is the whole point of the novel. I guess Mr. Herzog will have to be content with whatever understanding he found within himself.

Meanwhile I hope that Saul Bellow has ever continuing and increasing success in whatever he undertakes.

BETH BJERKLIE.

South Plainfield, N.J.

"DO PEOPLE REALLY finish reading *Herzog*?" asked one of your writers-to-editor. Well, I did. At a fast clip. To get it out of the house as soon as possible . . . My new-teen children no doubt already know that four-letter language; but I am not disposed to have them believe it accepted talk among our intellectuals. . . .

Not to this day have I seen a reviewer speak his mind about the book. And not any I've read said a word about the bad taste in obscenity. Each made his comment circuitously, like a dog ready to bristle, but in a safe half-circle about a bigger dog. As if, men of letters themselves, they were awed by the heavy erudition that lards the pages. With two degrees in economics, *I* was never able to follow the hero's logic. Here and there a famous name and a beacon light of truth, and I was soon lost in dark waters of sophistical rambling. Maybe the reader is supposed to get lost. If so, it's nothing meant against author Bellow's ability to say that he grossly overwrote. He could have presented the plight of the poor schlemiel without all that lumber. *Herzog* is a best-seller only because it's a bestseller; not because it's a book one likes to read.

MARIUS PERRON.

Boerne, Texas.

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Lament for a Museum

HOLLYWOOD.

FOR THE PAST FIVE YEARS, the world has been hearing about the plans and activities of the projected Los Angeles County-Hollywood Museum, "an international center of the audio-visual arts." Indeed, under the leadership of veteran producer Sol Lesser, so vividly has the museum's image been created that tourists in Hollywood today search it out as if it already were in operation, and rarely does a day pass without requests for information or assistance from scholars, journalists, or institutions abroad. It all seemed so logical. Hollywood, traditionally (if no longer in fact) the world capital for movies, had also become the production center for American television and the recording industry. During the halcyon days of radio, most of the major shows eventually drifted to the glamorous, luxurious West Coast facilities of NBC and CBS. Where else but in Hollywood should one expect to find a museum celebrating and documenting the achievements of these art-industries, and casting a long shadow of wonders yet to come?

Unhappily, the answer would seem to be any place *but* Hollywood. New York has its Museum of Modern Art Film Library, Rochester its Eastman House, and reputedly the finest collections of American films anywhere in the world are in the *cinémathèques* of Paris and Moscow. But from the very outset, when the Hollywood Museum was still being thought of as primarily a film operation, the motion picture industry made it clear that there would be precious little forthcoming in terms of financial support. For one thing, the industry has never been strong on nostalgia. Its whole orientation is toward the present and the future—what is our picture doing this week at the Music Hall, and what is its projected take in the world market? For another, the day of the one-man studio, autocratically operated, is all but over. No longer can a Louis B. Mayer or a Darryl F. Zanuck arbitrarily set policy and disburse funds. Today lawyers and accountants are in charge, all of them more profoundly aware of their responsibilities to the stockholders than to the past. They agree that a museum is a worthy notion, but unless it can sell tickets to their current attractions, how can they justify dipping into the till? Perhaps the same is true, in varying degrees, of the other industries as well.

But if the industries *en bloc* were unable to support the Hollywood Museum with funds, they were more than willing to turn over to it films, kinescopes, scripts, stills, artifacts, costumes, and settings. In some five years, more than $1,000,000 in such treasures has been accumulated. In addition, Eastman Kodak has contributed perhaps 1,000,000 feet of raw stock toward the preservation of its films, Consolidated Film Industries has donated the free use of its laboratory facilities to process prints for the museum's collection, and countless individuals have ransacked attic and basement to add significantly to the museum's archives. On the financial side, more than 250 founder members have advanced $1,000 each as earnest of their faith in the museum's future (and some many times that amount), while hundreds more have donated much time to working on the museum's myriad committees. (It got to such a point that, at the height of the "wind-up doll" joke craze, one wagster created a "Sol Lesser doll": You wind him up, and he puts you on a committee.)

FROM the outset, however, there were difficulties that dampened enthusiasm. Committees were set up, functioned for a while, then fell into inactivity because there never was sufficient money to transform plans into solid achievement. Fund-raising campaigns were announced, organized, then withdrawn for one reason or another. When the county authorities sought to oust Steve Anthony from his condemned house in order to clear the site for the Hollywood Museum, public sympathy—fanned by Los Angeles newspapers—swung over to his side, and the museum was enjoined by the county from doing anything to counter it. Finally, late last year, the county Board of Supervisors, which had initiated the entire project in the first place, appointed a citizen's "watchdog" committee to investigate the administration of the museum and to re-evaluate its role in the community. Meanwhile, the board cut off all further county funds to the museum.

The committee's report, just released, is an amazing document. While affirming that "the Hollywood Museum would fulfil a real and important local and national, educational, cultural, and archival need," it in effect advises the county to wash its hands of the project until the four industries come up with a minimum of $5,000,000, an eventuality that is even less likely now than it was when Mr. Lesser began soliciting funds in 1959. The museum also, according to the report, must be "basically self-supporting"—but it must at the same time give high priority to its "educational-cultural purpose." This neat bit of sophistry may appeal to the Los Angeles taxpayer, already dismayed by the city's first billion-dollar budget, and to a Board of Supervisors desperately trying to unhoist themselves from their own petard. But while museum officials still have an opportunity to respond to the report before the board acts upon it, should the board accept it, the hopes for a Hollywood Museum will become dim indeed. And with them must dim, once again, the aspirations of all those who saw in the museum a way to memorialize our country's most pervasive and characteristic cultural contributions.

—ARTHUR KNIGHT.

Your Literary I. Q.

Conducted by John T. Winterich and David M. Glixon

EITHER WAY

Palindromes, which are words, phrases, or sentences that read the same backwards as forwards, have been popular literary inventions for centuries. Among the most famous are two that might have been uttered by the first man: "Madam, I'm Adam"—and the First Consul: "Able was I ere I saw Elba." Barbara Bromer of Westport, Connecticut, asks you to discover the palindrome that fits each of these definitions and the blanks alongside. Answers on page 71.

1. Eager opera star _____ _____
2. Manufactured cheese _____ _____
3. 1,999 pounds ____ _ ____
4. Frolic at the switch _____ _____
5. Pekingese ____ ____
6. Dull poet _____ _____
7. Royal beverage _____ _____
8. Runny goulash ____ _____
9. Stalemates on the croquet lawn _____ _____
10. Dieter's dinner _____ _____

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In the Dark in Tokyo

SOCIAL HISTORIANS from Japan who invade the mysterious West must scratch their heads to the skin pondering the bewilderments of American leisure life. Las Vegas, for instance. But after my latest invasion of the new and prosperous Tokyo I have come to the incontrovertible conclusion —well, I had really suspected it all along —that when it comes to pandering to the public pleasures, especially of the native male, no race has a more original and unusual mind.

I was entertained on two successive nights in Tokyo recently, first by a group of Japanese businessmen and second by an American of considerable years in Tokyo. On the second occasion, which I would like to recount first, I was spirited off by car to the near suburbs and spent the next hour or so rummaging around among the high-walled buildings of a quarter that seemed to be heavily populated with the embassy buildings of small countries. At some length, after a number of increasingly heated discussions between the driver and my host, we spun a corner and rolled over the pebbled driveway of a large and dusty Japanese house that had once been the villa of a lord. It is now an inn of sorts, by which I mean to imply nothing sinister, and is called the Kan Ko So. We deposited our shoes at the door and were sent padding down long halls, up and down stairs, and ultimately into a large and pleasant room covered with *tatami* and decorated with one lone table. Two ladies appeared and divested us of our outer clothing, including our suits, and gave us, in exchange, some soft, quilted robes tied at the waist.

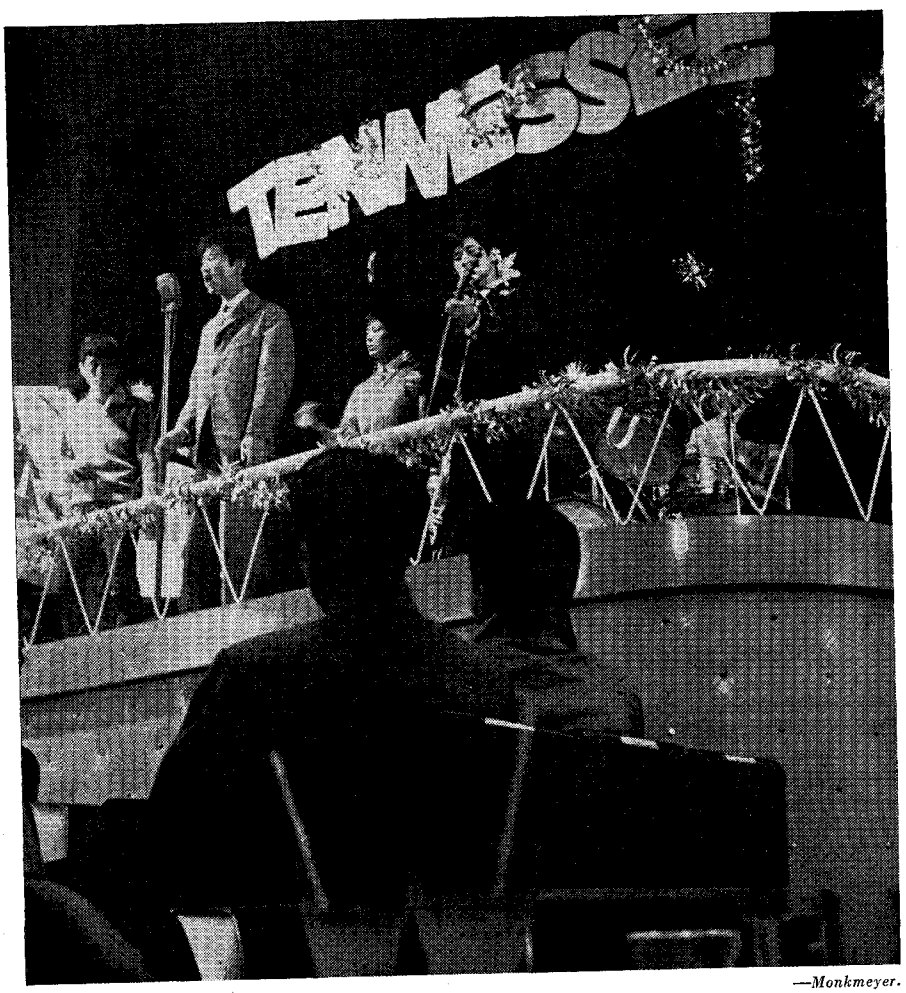
Green tea and a sweet on a toothpick were served immediately and our wallets and watches were dropped into envelopes which were sealed and spirited away. So began, not a stretch in stir, but an evening of impeccably moral pleasure designed for the tired businessman who is just not in the right mood to go home and to listen to youngsters, *yenta*, or television.

For an opening exercise, we filed down through the maze of corridors in our padded robes, and emerged at a complex of steaming pools. The girls withdrew and we were turned over to a pair of pool attendants who politely invited us to scrub and, once clean, to boil and steep in the pools until tender. Back in the robes once more, we were escorted to the pummeling room, where two girls stood by to give massages and a male acupuncturator was on hand to stick needles into tired and offending muscles. We settled for a demonstration and one of the masseuses bared her neck while the acupuncturator unsheathed a long needle and tapped it gently into the soft plain where her neck joined her shoulder. She registered no grimace of pain, nor was there any spilt blood. We again declined, however, to participate and hurried back through the labyrinth of corridors to see what could be done with dinner.

THE first course, served at the table in our private room, was three, whole *ayu*, the small fish caught by cormorants. Each portion was accompanied by a basket of ice-cold lima beans. There followed a dish of sea chestnut and a bowl of *tofu*, a pallid cake made of soy beans. The concoction so impressed my host that he was eager to point out that Kan Ko So had been a restaurant for twenty-three years. The girls were back now with bowls of soup on which floated two flat strips of some far-off relative of celery (the soup was accompanied by a slice of fishcake). Then, may the Cordon Bleu help us, there came a bowl of cuttle-fish with a spicy green sauce, followed by pieces of skewered chicken wrapped in bacon and cucumbers that looked like stalks of asparagus. Two pieces of fish that lay in state, though unidentified, arrived with a piece of red ginger, followed by a jellyfish vinaigrette with rice.

We had to rush the final courses of the banquet a bit in order to be ushered downstairs to the social hall. There, every night at eight-thirty, a stand-up comedian holds forth, albeit in Japanese, while waitresses bring drinks. Since there were no subtitles in English we moved on to other amusements. One could design a plate in wet clay to be baked and sent home, browse through the art gallery, or repair upstairs through another labyrinth to the game room to participate in shipboard-type horse races, shoot pop guns in a gallery, throw rings onto statues, or toss discs into moving pots. We retrieved our prizes and our clothes and wallets, got our shoes at the door, and sped off, somewhat headily, toward new adventures downtown.

Discothèques may be the rage in far-off New York, but the Japanese have



—*Monkmeyer.*

Tokyo nightclub—a hot time in the old town every night.

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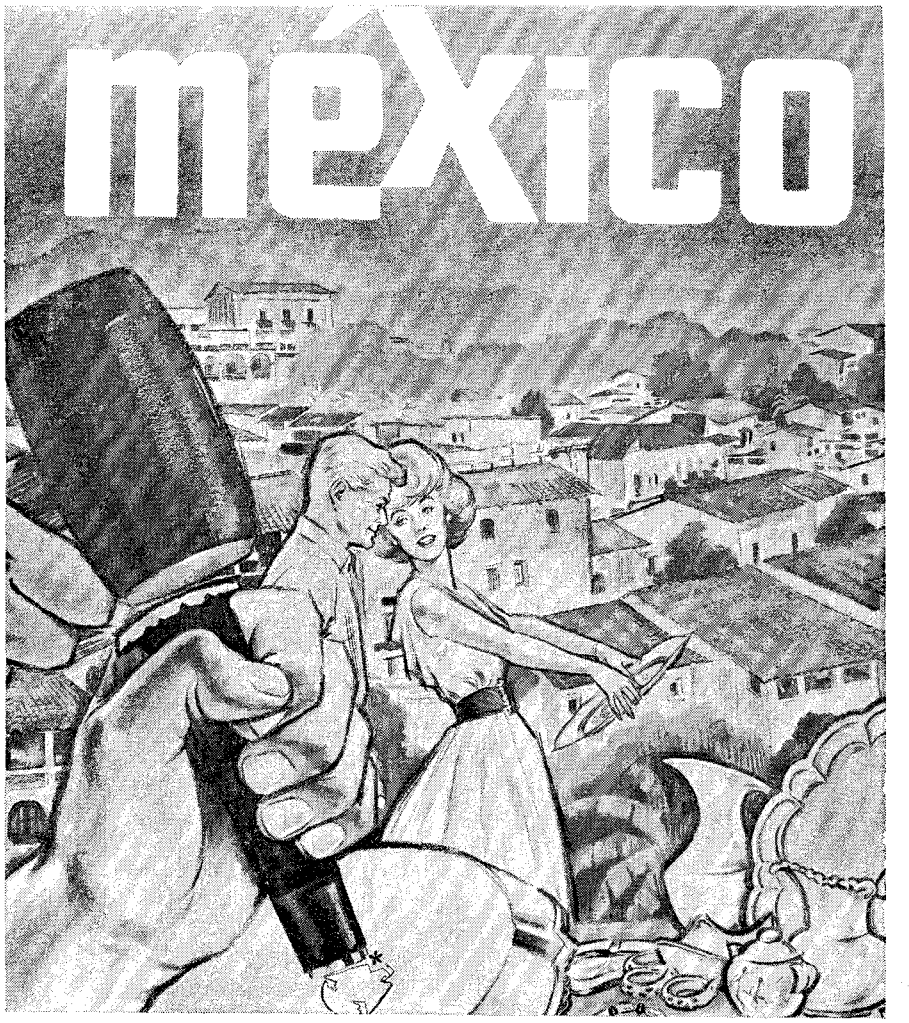
their own ideas of how the music of the day ought to be presented and my host had a mind to show it to me. We were shortly at the Albion, where a uniformed dwarf opened the door and let us into a mad parlor in which lights and loud music came together in one wild crash guaranteed to elicit the truth from any suspect strapped to a plastic seat for more than half an hour. I tried to get it all down before the nerves went, and if my notes serve me properly there were purple and red fluorescent tubes shining from the ceiling and globes pasted with thousands of pieces of mirror spinning reflections all over the place. The music, which is canned—or piped, if you prefer to have it that way—plays as if it had been inadvertently left at maximum volume. Lights flash when a low note is sounded, and a needle on a dial—I presume it was recording decibels—jumps about like droplets of water on a hot griddle.

Albion's customers sit on red and green plastic seats, with hanging beaded curtains providing separate see-through booths. The waitresses, or hostesses—they really function as both—wear low-cut polka-dot dresses, keep their money high in their stockings and frequently reach for it to make change. After serving drinks they are in the habit of standing in front of the customer and shaking, presumably until well mixed.

Lest I come away with the impression that all Tokyo nightlife was loud and loose, my host conducted me to a tea room called Yielai Shian. Here one must inspect the *papier-mâché* models of the refreshments that can be ordered—strawberry parfaits, pineapple sundaes, violet fizzes, banana splits, and, of course, coffee and tea. One pays at the door, perhaps at the same time buying one's friend a little gift—say, a pearl ring or a new pair of slippers, also on display. The customers then choose a table on one of the several floors, and ultimately a waitress appears with the order. For entertainment a full orchestra in evening clothes, bearing its own singers, glides from floor to floor on an open elevator, playing for each level of customers in turn. The use of an elevator to convey entertainers between floors of customers is not exactly new in Tokyo. I remember the old Showboat, of years and years ago, a postwar nightclub that sent a blaring band up and down the elevator shaft while the B-girls on each level did their best to chase the boredom when the music was playing on another floor.

We wound down slowly with a look at the Bar Pokan, a Bohemian nest that eventually found its way into one of Fodor's guides and now is said, by the inside group that discovered it, to be spoiled by visiting tourists. I found it to be rather like a bar on a hill in Montmartre, small, friendly, and filled with



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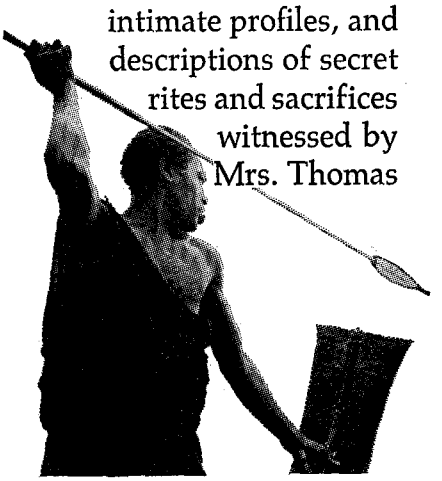

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good music. It's a tiny place, so crowded, in fact, that the girl singers and their guitars stand behind the bar to play. Customers who feel the urge to sing frequently do so while sitting on their bar stools. There is little room to stand up.

This wide range of amusement, huge and varied as it is, comes rumbling to a halt at eleven o'clock, which is perhaps a hardship on some customers who have worked up a head of steam by that time, but a blessing to those males waiting at the gate for B-girls to leave their regular jobs. There remains little to do except —in the case of diehards—to visit one of the after-hour places that are operated, apparently, under some special arrangement with the police. Spurred by purely clinical interest, we visited one, found it both a simple bar and a simple bore, the owner as jumpy as the needle at the Albion—apparently the arrangement is not very secure. We called it a night then and there, and I had a feeling the owner was as relieved as I.

The night I went out with the Japanese businessmen I found myself conducted to a restaurant called Zakuro. There, in the customary private room, in the company of four other men, we made light talk and prepared to eat the house specialty, beef *Mizutaki*. The beef arrived at the table raw and red, thinly sliced and meticulously and artistically laid out inside a serving bowl. The waitress then prepared a *gomadare*, or sesame soup using a Mongolian pot fired by charcoal placed in a center stack. One is expected to add soy sauce, vinegar, pepper sauce, and other assorted condiments. Then, using chopsticks, one dunks the meat into the boiling soup for a moment or two and it is ready to eat. One should not keep the meat too long in the soup or it will lose its taste and become hard. It is a federal offense to drop the meat into the soup.

To maintain a balanced diet, the Zakuro then serves a second course of vegetables, including some Martian versions of mushrooms with half a dozen heads emanating from a single stalk. These are popped into a boiler, too, but not until all the meat has been cooked and served. We emerged mopping brows, as if from a sauna or a Japanese steam bath, and one of the guests suggested we all repair to his favorite place, I presumed for dessert. We ended up in a rank and steamy cellar in a foyer decorated with pictures of the hostesses regularly employed. The photographs were of such a uniformly ugly lot of girls that I thought for a moment it must all be some outrageous lampoon. Beyond the entranceway the music shuddered the bones, a reaction one could also get by looking at the resident belles, who reeked of perfume and were either overage, overweight, or overworked. The smiling displays of gold teeth were dazzling. For a social historian it was surely a fascinating place to be, unless of course, one had to inhale. This we did regularly, and the effect, happily, was to force an early exit. Who could have asked for anything more?

—HORACE SUTTON.

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Fiction

Continued from page 38

readers of Prosper Mérimée, where conflicts are traditionally settled in blood. In today's more touristic atmosphere of sand, sun, and beauty contests, five people—including two ambiguous couples—come there on vacation. Suddenly their rather shallow lives are made to encompass the majestic notion that man is not really a bloodthirsty animal, and that when he comes face to face with an enemy who has tortured him he will not really want to implement the sense of revenge he had long harbored on an abstract plane.

The problem arises abruptly when one of the two men, Jerome Valdès, recognizes his ancient enemy, who twenty years before had cruelly maimed him in an effort to extract information from him. His friend, Lortier, an archeologist, escaped torture and possible death by arriving ten minutes too late at the infernal rendezvous. Now he is prepared to help Jerome settle the old account.

But in getting ready to attack the unsuspecting enemy they seem to be simply going through the motions. "The tumult of emotion that had impelled [Jerome] into this pursuit of Moricq stemmed, ultimately, from frustrated rage; from knowledge that no matter what he did, whether Moricq lived or died, evil could still triumph, could still force him down from his retreat. 'Justice is only beautiful from a distance,' he thought. 'But there is nothing else I can do.'"

The characters are so sketchy, however, that the reader may attribute the lost opportunity to the languor brought on by the golden sun and the three beautiful women on hand, rather than to a loss of the instinct for revenge. The author, entering the thought processes of too many minds too briefly and too fleetingly, misses his chance to make a powerful point concerning human nature. The conflict proves as futile as the game of solitaire with which the characters while away the time before the anticipated moment of retribution.

Moinot has been compared to Camus, recalling the Algerian landscapes in which the drama of Meursault in *L'Etranger* is situated. But in this reader's opinion the comparison stops with the sand. Camus succeeded in creating a small masterpiece out of a simple tale of solitude and violence because he delved into a single consciousness so minutely and so totally as to see and give his readers the sense of detachment and uninvolvement with which Meursault viewed the world. Here the author flits from one mind to another like a bee, and, unfortunately, he does not suck deep enough to extract any nectar.

—Anna Balakian.

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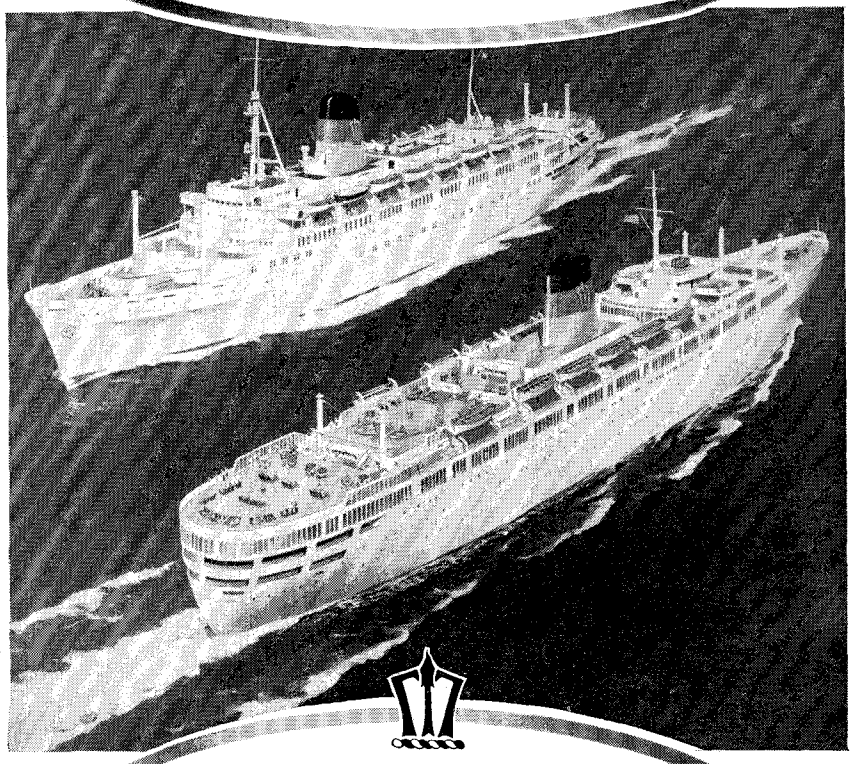

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Testing What?

THERE WERE actually two tests in *The National Drivers' Test*, the hour-long special that CBS News presented just before the Memorial Day weekend. Explicit was the test of a viewer's judgment behind the wheel; implicit was the test of the network's serious, innovative mixture of pedagogy, attitude-modification, and entertainment. A probability sample of 2,000 drivers took the test for CBS in Los Angeles, Chicago, Philadelphia, and New York. Their average score was fifty-one out of a possible eighty points—better than expected, according to the National Safety Council, which cooperated in the testing. The network, too, came off with good marks, if not the highest possible. It can therefore be proud of its performance, because the program made a pioneer penetration along the frontier of two-way television communication. Among the networks, only CBS has addressed itself, so far, to this challenge (initially in its earlier "Feedback" experiments at WBBM, Chicago, in association with Dr. Gary Steiner, psychologist at the University of Chicago).

The National Drivers' Test, which was produced and written by Warren Bush, was a carefully prepared, lucid broadcast, interesting at every moment. A cardinal research finding is that people are motivated toward learning only when they feel the material applies to them personally. Driving certainly involves most Americans; they care about their own judgment behind the wheel—so much so that the program attracted an impressive 53 per cent of the television audience at that hour, according to one survey.

HERE is clear testimony that documentaries, designed with some appreciation of the social sciences as well as the arts, can capture large audiences on commercial television. To exploit audience participation, CBS News took ads in newspapers, furnishing printed scorecards that viewers could use to test themselves as they watched. Ego involvement was heightened by the opportunity to compare scores with those of the probability-sample audience, whose scores were reported visually on the screen. The sample scores can yield more detailed information later when studied; so can the scores that may be sent in by general viewers. This is an excellent use of the medium to gather information. Actual change in driving habits is possible as a result of the test; a viewer who did well may be flattered to act up to the level of his good image. A driver who did poorly might be impelled to rethink his driving performance.

The program's message on mixing alcohol with driving was contradictory. The old theme, "If you drive—don't drink," obscured the new safety policy: "Pace yourself; have one drink an hour, if you must drive." The devastating collision scenes—if included for dramatic tension—were also a mistake. The program, with its excellent films and animations of road test situations, need not have relied on the old-fashioned "scare" shots, which are anxiety-producing and self-defeating in learning. Tension is useful, it may be counterargued, if people are told explicitly what to do; but this brings us to the program's weakness: it was an act of blandishment. The thrust of the hour, although it was qualified by small, verbal hedges, was that driving ability was being tested. Actually, only intellectual judgment and knowledge were being appraised—an important distinction. The scoring, consequently, raised questions. The National Safety Council was surprised to learn, after the results were in, that college-educated drivers did poorly and that professional drivers rated lower than nonprofessionals. Moreover, young people with high school driver education did not do as well as expected.

Most surprising, drivers fifteen to twenty-five years old did very well, although this is the group with the highest accident rate. The scores clash with road performance. Latent emotional factors are involved, for example, that are not measurable in knowledge tests. Young people often drive, not to get from point to point, but to impress the opposite sex. *The National Drivers' Test*, for maximum usefulness, should have clarified the true nature of the test and set the program within a broader scope. Specifically, the National Safety Council will soon launch a nationwide campaign to give motorists courses in "defensive driving," a new concept that means "watch out for the other fellow," and in July the Advertising Council will substitute this theme for its safety belt program. The CBS News special would have gained in impressiveness if it had said: "Look, this test is a game. We're not really testing your driving performance. We hope it may do some good; but we're really trying to create a climate of interest, in which people will enroll in these new 'defensive driving' courses and help fight danger on the highway." Involvement is a first principle in feedback programs like this one, but the highest goal is the greatest possible relevance. —ROBERT LEWIS SHAYON.

Heron

By John Alexander Allen

IN this simplicity of lines, a dot
Somehow supplies a visionary eye;
Eight feathery arcs describe
the regal
Stance in silhouette; a single stroke
Plants one foot in water; two, crooking
The other up, complete a deep repose.

Austere, the spirit of the bird emerges,
Line by line: the Japanese cliché,
By art refined of mere reality.
And has it none, the unassailable heron,
Still, in histrionic circumstance,
Unruffled, always elegant and the same?

They say a heron waded in the
royal pond
That carried Chulalongkorn's lovely
consort
Down. Her courtiers dared not touch
the queen,
For reverence. How real their anguish is!
All have witnessed for a king the closing
Waters; all have seen their lady drown.

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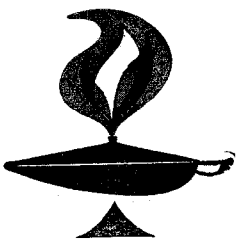
EDUCATION IN AMERICA



Education Editor: PAUL WOODRING
Associate Education Editor: JAMES CASS

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Education's Elite

THE RECENTLY ESTABLISHED National Academy of Education promises to become education's most exclusive club. Patterned after the National Academy of Sciences, and following the traditions of the American Academy of Arts and Letters, the Academie Française, and the Royal Society of Great Britain, it limits active membership to fifty individuals. Once the basic list has been completed, no more than two or three vacancies may be expected each year, although perhaps 20,000 Americans fall roughly into the categories from which the selection is made—individuals who contribute to education through their research and scholarly publication.

The list of twenty-seven members so far announced is impressive (see box on next page). In addition to some of the nation's more outstanding professors of education, it includes several distinguished historians, two top sociologists, and three past presidents of the American Psychological Association. With the exception of Ralph Tyler, who is director of the Center for Advanced Study in the Behavioral Sciences, administrators are notably absent from the list. Only three or four of the group are active members of what is commonly considered to be the "Educational Establishment."

Several of the names, notably Cronbach, Gates, Hilgard, Pressey, Kandel, and Ulich, are familiar to many teachers who, while in college, have used textbooks written by these men. But only a few—Riesman, Havighurst, and possibly Bruner, Goodlad, and one or two others—are well known to the general public. Membership in the academy should make the others more visible.

Up to now it has been difficult to identify the intellectual leaders of education. When critics have charged that "educators" or "educationists" are intellectually incompetent, the charge has gone unanswered, even though informed people have known it to be an overgeneralization. But no qualified judge of scholarship is likely to charge that those so far named to this new academy are intellectually second-rate. Many of them have made contributions that compare favorably with those of the best scholars in any academic discipline. Educators already are pointing out, however, that several of the charter members, while able scholars in other fields, have dealt only occasionally and peripherally with education and that some have had no experience with American public schools, either as students or as teachers. And the fact that thirteen of the twenty-seven hold professorships in just two universities is causing some lifting of eyebrows and is raising questions as to how the selection was made.

The proposal that led to the establishment of the academy grew out of correspondence among a number of educators in the winter of 1963-64. When they found that the interest in founding an academy was mutual they asked the Carnegie Corporation to lend a hand. John Gardner, president of Carnegie, consulted with James B. Conant, Clark Kerr, and Sterling

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McMurrin, and the four, after agreeing that none of them would be prospective members, selected a group of eight scholars "whose contributions to education were judged so clearly superior that they constituted a logical group to explore further the idea of an academy. Having taken this step, the Conant-Kerr-McMurrin-Gardner committee went out of existence and will play no further role in the venture. Additional members have been selected by the original eight.

The purpose of the academy, as stated in the constitution (which has not yet been officially ratified), is "to promote scholarly inquiry and discussion concerning the ends and means of education, in all its forms, in the United States and abroad. To this end, the academy shall serve as a forum for conversation, debate, and mutual instruction; a rostrum for the communication of accurate information and informed opinion; and a stimulus for imaginative and fruitful research. The academy may also, to the extent it deems wise and feasible, serve as a source of counsel for such public and private agencies as require and request it."

THE constitution also provides that "The members of the academy shall be persons whose scholarly and scientific writings bearing on the subject of education are judged outstanding. The members shall be arranged in four sections, each of which shall have a maximum enrollment of ten: 1) The History and Philosophy of Education; 2) The Politics, Economics, Sociology, and Anthropology of Education; 3) The Psychology of Education; and 4) The Study of Educational Practice. In addition, a maximum of ten persons whose contributions to education are judged outstanding but whose scholarly and scientific writings need not identify them with one of the sections, may be elected members at large."

In addition to the fifty regular members, the constitution permits the academy to elect not more than ten "Honorary Associates" who may attend meetings but "shall take no part in the business of the academy," and twenty-five "Foreign Associates."

The new academy provides a model of excellence both for educators and for scholars in the fields that provide the foundations for it. This may, in the long run, be its greatest virtue. In the past, because models have not been easily apparent, many younger educators have felt that the only route to eminence lay in the acceptance of administrative positions. Others, because of the low prestige of "educationists," have sought to avoid such identification, preferring to seek their status as psychologists, historians, philosophers, or sociologists.

It remains to be seen just how influential the academy will be in calling attention to defects and inadequacies in our educational system, bringing needed reforms, and making their leadership felt in the schools and colleges. Though they are not closely identified with the "isms" of education and are by no means uncritical of our educational traditions and practices, most of the members have offered their critical examinations only in scholarly journals and in tones so mild and gentlemanly as to be ineffective in reaching those who make school policy. A few, however, have demonstrated their willingness to communicate beyond the confines of the professional group and their ability to write for the general public. Some, we are happy to note, have written articles for *SR*'s Education Supplement and we have reviewed the books of others. Our pages will be open to all members of the Academy when they have articles of interest to our readers. —P. W.

"Four years ago I would have sworn none of them would make it."

Charter Members of the National Academy of Education

Category I: The History and Philosophy of Education
- Bernard Bailyn, Harvard
- *Lawrence A. Cremin, Columbia
- *William K. Frankena, University of Michigan
- *Richard Hofstadter, Columbia
- Isaac L. Kandel, Columbia (Professor Emeritus)
- Israel Scheffler, Harvard
- Robert Ulich, Harvard (Professor Emeritus)

Category II: The Politics, Economics, Sociology, and Anthropology of Education
- Stephen K. Bailey, Syracuse
- Gary S. Becker, Columbia
- Paul Lazarsfeld, Columbia
- Fritz Machlup, Princeton
- Robert K. Merton, Columbia
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- Robert J. Havighurst, University of Chicago
- T. R. McConnell, University of California, Berkeley
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*The eight original members.

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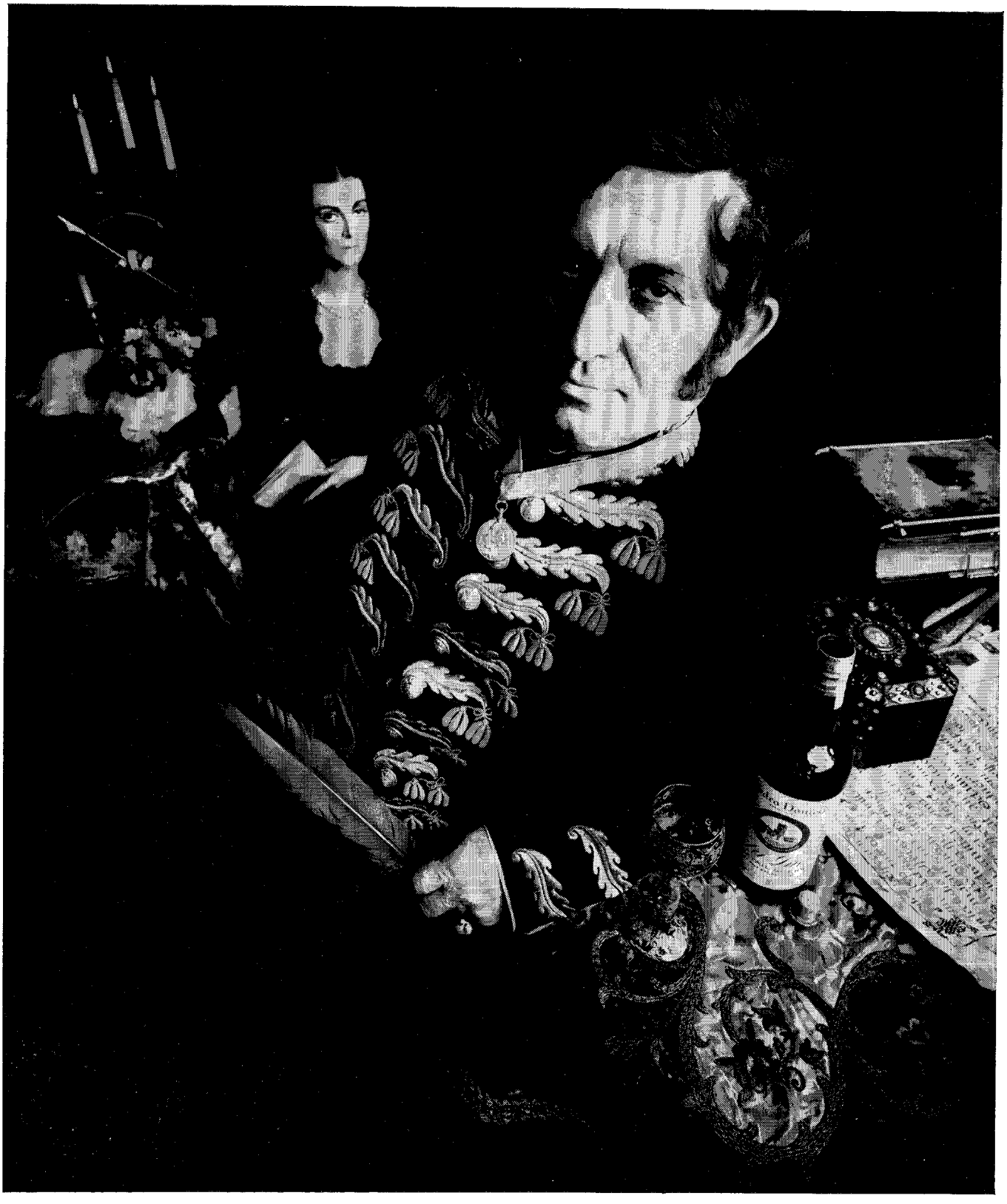

March 11, 1830. King Ferdinand VII of Spain may not be destined to go down in history as the greatest monarch of his age, but he has one streak of absolute genius. Ferdinand's taste for sherry is brilliant—and he proves it by granting use of his royal coat of arms to the house of Pedro Domecq.

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SHERRIES FROM THE House of Domecq FAMOUS SINCE 1730

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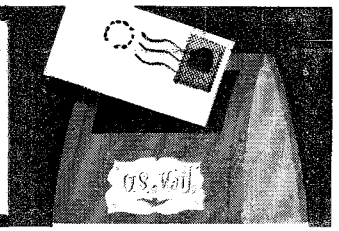
Letters to the Editor



More Personal Opinion

DAVID SELDEN'S OPINION in the article "Needed: More Teacher Strikes" [*SR*, May 15] is most interesting. It is a good selection of opinion, for it represents a point of view that seems to be growing not only in the AFT but also in the NEA.

I am sure there have been instances where teaching and learning conditions have been improved by teacher militancy, but teachers who follow leaders who think most educational problems will be settled by more teacher strikes or threats to strike face a future of bitterness and disillusion. While we all would like to find an easy way, the painful route of cooperation and mutual interest is still our best hope as teachers, parents, and citizens.

ROY C. TURNBAUGH,
Superintendent of Schools.

Geneva, Ill.

CONTRARY TO THE OPINION of some of my colleagues who maintain that an organized "strikable" group of teachers or professors is "unprofessional," I maintain it is the first step toward being truly professional.

Teachers, professors, and even graduate students working for pittances on fundamental projects are becoming more aware of the fact that adequate service to the public in the use and development of their ideas is possible only through organization.

Let us welcome this organization and stand up for it.

RICHARD D. JONES.

Tucson, Ariz.

Peace Corps Teachers

FRANK JENNINGS' ARTICLE "Are They Asking Too Much?" [*SR*, May 15] interested and distressed me—distressed me because of its implication that school systems will not give certification for two years of teaching experience in the Peace Corps. The California State Board of Education now recognizes two years of Peace Corps teaching as a substitute for practice teaching and professional course work normally required for a credential. Perhaps other states have also become aware of the rich experience they are neglecting if they do not certificate Peace Corps teachers.

MRS. A. B. WALSH.

Claremont, Calif.

MR. JENNINGS TELLS US that Peace Corps veterans with two years of experience should be certified to teach. Should those who helped build roads and dams be given top civil engineering jobs? Should those who worked in health projects be made M.D.s?

I have a great deal of admiration for those people who have given their country two years of their lives. They are dedicated people. But I question the amount of dedication to teaching possessed by the returnee from Nigeria about whom it could be said when he was refused certification, "Our schools lost him and his talent."

RICHARD L. KNUDSON.

Mechanic Falls, Me.

Unteachable?

THE ARTICLE IN YOUR ISSUE of May 15 by John Tebbel was most interesting. Kavadlo is one of the few educators who has apparently recognized the problem. However, Mr. Tebbel made several errors. The students he describes are slow learners. This name is used to describe students whose I.Q. ranges from 70 to 90, not 90 to 100, as Mr. Tebbel states. Nor is the I.Q. the only guide to identifying them. As for their being culturally deprived, slow learners may or may not be culturally deprived. They may or may not be economically deprived. Cultural and/or economic deprivation merely magnifies a basic condition. This basic condition is limited mental resources.

LOUIS C. KAUFMAN.

Jericho, N.Y.

Ready or Not?

HAROLD HOWE II declares that "Our Colleges Aren't Ready for Today's Students" [*SR*, May 15] because the colleges have failed to recognize the "curricular revolution" that has swept the secondary schools. As partial evidence of the revolution, Howe cites the "3,000 per cent" increase, in the last ten years, of "the number of students taking Advanced Placement Examinations." In total, however, as Howe himself mentions, only 29,000 students took such examinations in May of 1964; this constituted a mere 1.25 per cent of the estimated 2,300,000 high school graduates (from public and private schools) in 1963-64, and only about 2.25 per cent of the entering degree-credit college students in the fall of 1964. One wonders if the other "revolutions" affect similarly small proportions of students.

HERBERT S. CONRAD.

Washington, D.C.

Perspective on Appalachia

WESTERN MARYLAND, though some distance from eastern Kentucky, is Appalachia, too, and the problems are similar to those described by Mr. Schrag in "The Schools of Appalachia" [*SR*, May 15]. There is the ominous vicious circle that thwarts educational development: many stay and cling to a status quo unencumbered by outside influence, while a few of the daring venture away to the better colleges—rarely to return.

The circle can be broken only from the outside. And it must be done through federal assistance for highways that will enable Appalachia to draw industry and business, coupled with federal aid to education that will, among other things, bring teachers' salaries up to the level in the cities. Neither of these measures need be regarded as handouts. Their purpose should be simply to encourage the young people who dared to leave to be adventurous enough to return.

JOHN E. SITTER.

Cumberland, Md.

I FEEL THAT "The Schools of Appalachia," by Peter Schrag, does an injustice to Mrs. Marie R. Turner, superintendent of schools of Breathitt County, Kentucky. This article is unfair in that it does not cite the advances made in the Breathitt schools under her leadership.

In all fairness I would ask that you send a reporter to study the system she has built and is operating. Find out how many children are completing high school and going on to college.

TYROL NOBLE.

Fredericktown, Ohio.

The Author Dissents

IN REPLY to Carroll Hanson's review of my book *The United States Office of Education: A Century of Service* [*SR*, Apr. 17], I would like to make the following observations:

Certainly, I am pleased that Mr. Hanson believes my book is "important" and "should be required reading for Congressmen." As I had attempted to stress, one of the Office of Education's major problems has been relentless hostility in Congress.

However, it is erroneous for Mr. Hanson to indicate that I have overlooked highlights and "milestones" in the Office of Education's history. It was clearly—as stated in my introduction—not my intent to write a detailed history of the Office of Education. Nor was I concerned with recording "milestones."

My intention was chiefly to promote a better, three-dimensional understanding of its past and current organizational and functional problems. I tried to eschew entering the arena of combat on philosophies and objectives in education.

Referring to the three parts of my book, Mr. Hanson says that "Parts two and three are mainly an extension of the *OE Handbook*, which the Office has published and frequently revised since 1955." This is a grievous error.

The *OE Handbook* is a small, thin booklet, barely more than forty pages. Many subjects reported on in my book have never before been published, either by the OE or anyone else, or have been only outlined in previous *Handbooks*.

Finally, I think it is only fair to note that Mr. Hanson's views could be colored. He was in charge of OE information—or press relations—at the time I started work on my book. This is akin to having a public relations man comment on a book affecting a former client and the public relations work done for that client. Perhaps this is why Mr. Hanson notes that there "has always been a close and cordial working relationship between the Office and the National Education Association," an observation that is apt to encounter much disagreement.

HARRY KURSH.

Peekskill, N.Y.

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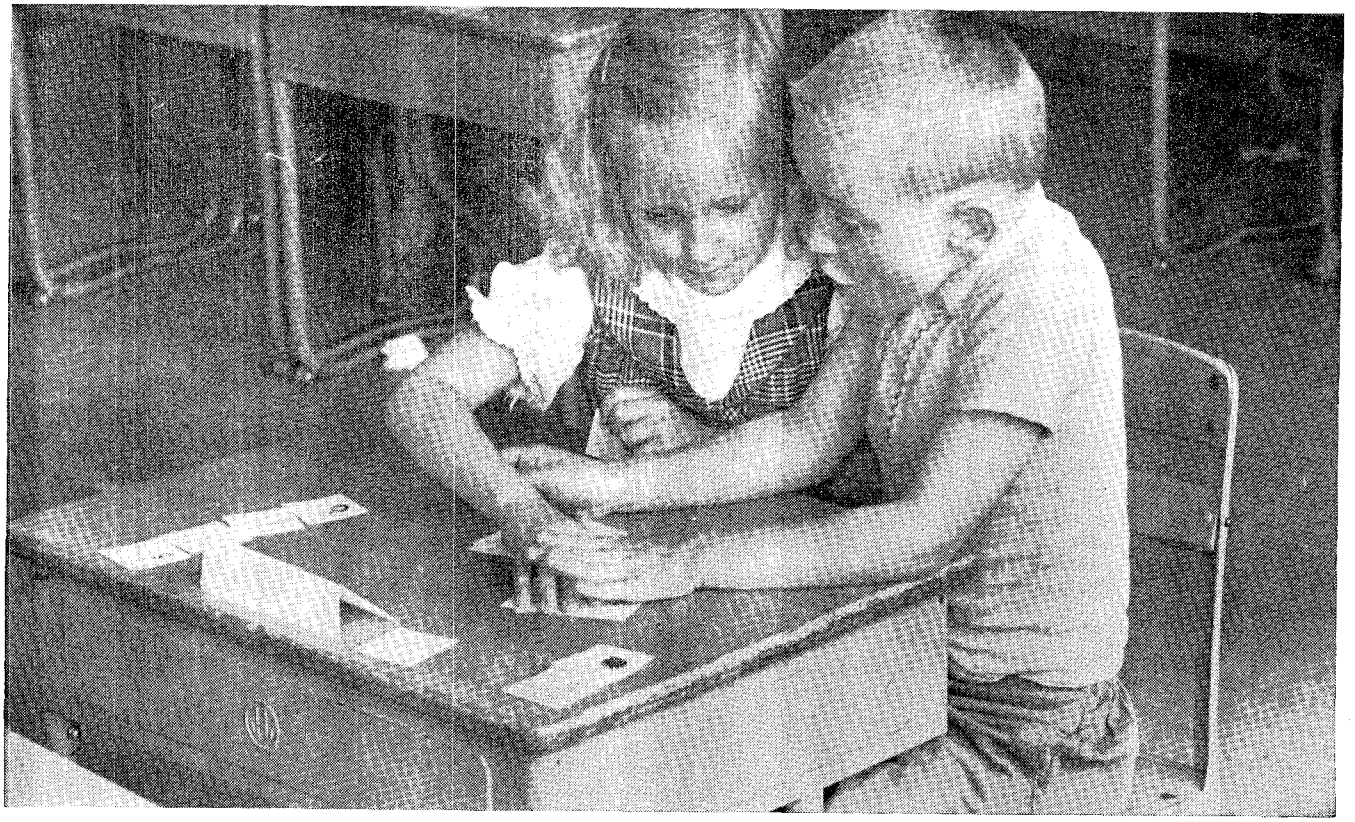

—George Zimbel.

"We must look at the underlying rationale for formal schooling and the particular ends for which a particular school is preparing."

CLASSROOM REVOLUTION

REFORM MOVEMENT OR PANACEA?

By THEODORE R. SIZER, *Dean of the Graduate School of Education, Harvard University, and author of "Secondary Schools at the Turn of the Century."*

THE CURRENT EFFORT to reform the curricula of the schools is the most exciting sector of activity in the educational world. Unfortunately, however—and perhaps inevitably—curriculum development now runs the risk of becoming a panacea. The approaches used by the first innovators are being accepted by the unwary as gospel. Because this is unworthy of the movement, it behooves us to stand back and look at what we are doing and to try to see what yet needs to be done.

The reforms, which started with the work of the Physical Science Study Committee in the 1950s and now includes a vast array of projects in all parts of the country, made the educational community look carefully at what children are taught and ask why they were taught as they were. The new curricula raised standards by requiring students to master more material in a shorter period of time. It raised the expectations for high school students and its success is now seen in raising standards in undergraduate colleges.

The movement also brought with it a revival of concern for educational method. To some—who have assumed that traditional educationists were excessively concerned with "methods of teaching"—this may come as a surprise. But the fact is that educational "method," in the sense that John Dewey meant it, has, in the past, been poorly developed. The assumption that a subject—for example, physics—had an inherent logic of its own that could be developed by the students themselves represented a major step in educational thinking. The reform movement has thus carried forward the very thing that Dewey suggested fully fifty years ago in his book *Democracy and Education*—a sad commentary on the rate of educational change.

The movement also brought back into the school world the "academic" professors who had been largely apart from it since the turn of the century. While this did little to narrow the chasm between schools of education and schools of arts and sciences, it clearly reduced the distance between school teachers and academic professors — a thoroughly worthwhile development. Finally, by creating curricula systematically aimed at a national market, the reformers tried for the first time to improve American school standards as a whole.

These are some of the contributions of the curriculum reformers, and major ones they are indeed. But with them have come difficulties. Some of these difficulties stem from the limitations of the approaches used so far, while others seem to have resulted from factors that were overlooked or given low priority.

The major weakness of the reform movement today is its tacit acceptance of the way the schools are presently organized. Virtually all of the curriculum reformers—the Physical Science Study Committee, the School Mathematics Study Group, and the rest—have assumed that their subjects will be taught for a certain number of hours per week in classes of a certain size; that there will be little interrelationship between subjects; that each class will be taught mainly by a single teacher; and that this teacher should be made as much like other teachers of the same subject as possible. These are serious considerations, and it is unfair to say that the reform leaders were unaware of them. For understandable practical reasons many reformers preferred to overlook them and to concentrate first on the re-

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form of the curriculum itself. Unfortunately, however, the next step has not yet followed. The limited approaches adopted at the beginning are accepted by many as the only or the best approaches. As a result, the ferment so badly needed to reorganize the conduct of instruction is missing. In this respect, we still are where we were in the middle Fifties, and it will take a new effort to break the grip of the *status quo*. Good though they be, if the new curricula come subject by subject into the schools the fragmentation of the curriculum as a whole remains. Thus the movement forward is hindered by the limited objectives of the particular subjects involved.

We need to look at the curriculum as a whole as well as subject by subject, and we must do both simultaneously. The strategy for a broad-gauged attack must necessarily be more complex than that for dealing with individual subjects. Just as the reformers started by looking at the inherent logic of each subject and at the ends for which the student studied it, so we must look at the underlying rationale for formal schooling and the particular ends for which a particular school is preparing. We must have the same kind of rigorous discussion among scholars over these issues as the early subject revisions had. We must involve a wide range of subjects and academic disciplines: sociology and psychology as they bear on the process of learning and the interaction of students and teachers; the wide range of academic subjects to be taught in the schools, each forced to look not only within itself, but also for its points of contact and overlap with related subjects; school administration and political science as they deal with both the past and present realities of American schools and with the means of consent for reforms.

Let me suggest some ideas presently being considered by a group of my colleagues at Harvard and elsewhere. A group of scholars and educationists should begin with the rigorous intellectual discussion that must precede a radical rearrangement of the school since a wide variety of models must be developed for schools in different kinds of neighborhoods. As an example, let us begin with an urban comprehensive high school as a prototype of one most in need of serious revision. After identifying a series of explicit goals, means for reaching these goals would be laid out, starting not with traditional academic disciplines but rather with a careful discussion of the kinds of behaviors that seem desirable for children to develop. As these behaviors appear to pattern out, careful discussion of ways and means of teaching them might be developed subject by subject. Which subjects should be taught, and at what levels? How should they be presented? What should the sequence be? How should they be interrelated? How often should children be taught in groups, and how often should they work on their own? When is a subject taught better in blocks of fifty minutes five times a week, and when in blocks of three hours once a week? What is the most efficient way of organizing teachers to meet the ends identified and how can we make it possible for teachers to plan together for instruction? What kind of informal curricula should be developed, with the ends of the school identified as they are? How might a school clearly be related to surrounding institutions, local libraries, museums, as well as employers and colleges? How can the school best adapt to the kinds of social patterns within the community in which it sits?

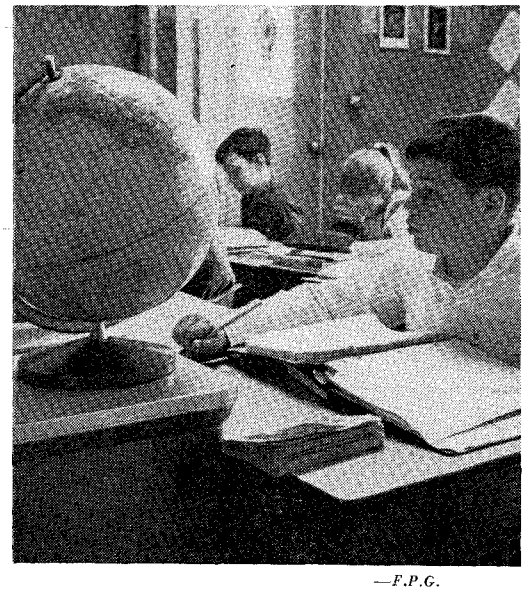
WHILE the answers to these questions will vary sharply from school to school, identification of the necessary kinds of questions has important general value for all schools. In my judgment, many schools are inadequate not because the answers that educationists have developed for them are poor, but rather because educationists have not known which questions to ask. We have concerned ourselves too much with the less important issues, and we have neglected some of the major considerations. An intensive study of these questions by a diverse group could create a model list that could be used as a point of departure for many schools.

The next step would be for this group to take over a portion of an appropriate school, and to carry forward in a modest way a series of experiments to test the hypotheses that have been developed. Rather than taking a large group of children and garnering a small portion of their time for experiment, this group would rather take a small group of children and assume complete responsibility for their entire instruction. Complete freedom would be needed to carry forward the work, and evaluative arrangements established as early as possible. Quite clearly "research" would be impossible at this stage, and a period of seat-of-the-pants development would be needed before any kind of respectable testing might evolve. Further, as in so many aspects of schooling, tight research may never really be possible considering the state of our knowledge of human learning. Nonetheless, an attempt at evaluation should go forward.

As patterns evolve, the experiment could be widened to include a larger portion of the school under study, and—equally important—parts of schools that enroll different kinds of children and teachers. Comparison of urban, rural, and suburban schools, for example, might productively shed light on all three. The differences, as well as the similarities, among them might be clarified. As a varied group of schools developed into successful prototypes, a systematic effort at spreading ideas that appeared to work should be developed, using the schools themselves as examples. For instance, teachers might be trained within these schools, and institutes could be organized for experienced teachers and administrators who could be brought in for short periods of time. This kind of demonstration is more likely to be effective than any amount of printed reports alone. The kind of issue about which we are concerned here is difficult to record on paper. This is not to deny the value of efforts to report and to recount the kind of developments and questions asked for general use. It is just that such written reporting is only a partial solution.

The curriculum development movement, then, in its attempts to improve the schools subject by subject has performed a useful service. The time has come now for such inquiry to go forward on a broad front. Scholars in the various subjects should cooperate so that children are not faced with a collection of largely unrelated subjects taught in the inefficient manner of the present. Rather they should be given a closely related pattern of well-taught and, when appropriate, sequential materials which, taken together, make up a significant whole. We must recognize these larger issues, or the anarchic pattern in which we seem to be stuck will persist.

A second problem raised by the curriculum development movement is that of the teacher's autonomy. The "packaged curriculum" often gives the individual teacher little room to maneuver; indeed, the package may be designed so that it is as nearly as possible "teacher



—*F.P.G.*

"There is no such thing as a finished curriculum any more than there is any such thing as an academic discipline that stands still."

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proof." Such a plan, given the degree of training and efficiency of many teachers today, may be deliberate and desirable. But as the curriculum becomes increasingly inflexible, so too does the frustration of the ablest teachers, the ones whom we most want in the schools. What to do?

Most important, there should be a concerted effort to devolop a wide variety of curriculum materials from which teachers might select. There must be as many patterns as are economically and intellectually feasible, and teacher training institutions should emphasize training the most able teachers fully to know about these various options and to deal with them. The crucial man in the secondary school—and, if specialization in the best sense extends to elementary schools, there as well—is the department chairman, and teacher training institutions must look much more carefully than heretofore at his training and his role. Ironically, the autonomy of the individual teacher is best protected by developing a corps of first-rate senior school men who as leaders can both tie the hands of the inept and free the bonds of the master. The principal himself should be a man of this order, and he should be freed from the kind of bureaucratic restraints that so many school administrators seem to suffer. The best chance to move education forward is to strengthen the top leadership of individual schools, and by the same token the autonomy necessary to hold a superior person in the classroom is best developed by such a corps. For those concerned with curriculum development, the message here is clear. We must conscientiously develop a diversity of curricula and try to create diversity within each single curriculum as well, thus creating options from which a group of concerned teachers under well-trained leaders can select. We must not let the improved curricula (which include the restraints that improvement appears often to require) drive out of the classrooms the very teachers we need. Instead, we must bring teachers closely into the process of selecting material for their own children—and, in so doing, into the continuing process of curriculum development itself.

A THIRD danger in the curriculum development movement is that the process may at first seem to be a deceptively easy one, requiring only a relatively short time to complete. The pattern, as it is now too often interpreted, goes like this: a group of college professors, joined by a group of school teachers, spends a sequence of summers and perhaps an academic year in working up new materials such as books, course guides, film, and laboratory equipment. This material is developed in short, intense sessions, tried out by the teachers, refined, and put into "final" form. At the end of this period, all go home, the curriculum is often taken over by a publisher, and the revision is left to him.

This pattern is obviously unwise, as all of the sensitive leaders of the movement would point out, but the fact remains that the reform movement seems to be caught in this foolish process. Curriculum *development* is just that—the curriculum is developed and redeveloped and redeveloped in an endless process. There is no such thing as a finished curriculum any more than there is any such thing as an academic discipline that stands still. There is continuous reworking; curriculum development requires a permanent establishment.

It is here that the weakness of schools of education is so apparent. Yet where else should this kind of permanent establishment be than in a professional school whose ostensible purpose is the improvement of education? Somehow means must be found to bridge the chasm that still seems to exist between many academic scolars and professors of education. Discussion of this problem is all too familiar by now, but there is yet too much arrogance on both sides. There is no more room for such silliness, no more room for the high-handed superiority of the "subject matter specialist" (ugly phrase!) or the defensive idiocy of many educationists. In my view, a school of education is simply a holding company for the work of all those people in the university and in the schools whose concern is the improvement of education. Thus the curriculum reform projects should happily find a home therein. Since curriculum development is a long-range, continuing process, many of the key men involved must be those whose careers are largely devoted to it. The task is too difficult to leave completely to the hit-and-run professor or to the part-time worker. We must develop a new generation of professors of education with the kind of expertise required. At the same time, we must recruit into schools of education many men from the academic disciplines who up to now were in arts faculties but whose real interest seems to be in the work of the curriculum. They can serve as continual catalysts for all in the universities and the schools who from time to time work on the problems of educating children.

A fourth problem that seems to bedevil us is what I like to call the "gee whiz disease." There is nothing more exciting than seeing a young child or adolescent suddenly reaching an understanding which he has never had before. Light seems suddenly to break through when the child sees order in something which had been previously disordered, and one new to teaching is deeply excited by this phenomenon of intuition. Now I am all for our new teacher or new curriculum developer to be excited, but I also expect both to go beyond that first stage. Too often both stay right there, and justify what they do simply in terms of the children's *apparent* procession of successful intuitive leaps. While such points of learning are the heart of education, what is significant is their sequence. Too often curriculum development has been so overwhelmed by this phenomenon that the "development" seems to consist simply of a series of experiments designed to give the instructor his "gee-whiz" kick. The kids like this, and the teachers too, but there are more profound questions that we all should be asking.

What really is happening to the children who apparently respond to a particular experiment? Are they learning precisely what the curriculum developer has in mind? Or are they merely reacting

(*Continued on page 72*)

—F.P.G.

"The autonomy of the individual teacher is best protected by developing a corps of first-rate senior school men who as leaders can both tie the hands of the inept and free the bonds of the master."

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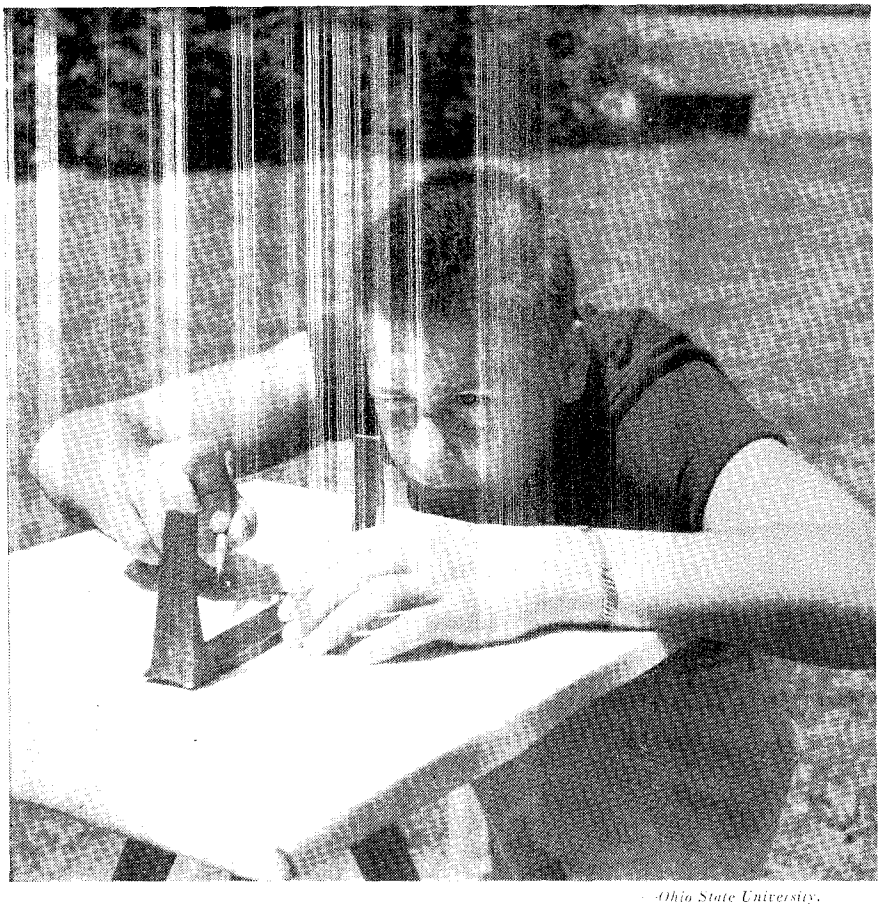
Organizing for Continuing Change



Ohio State University.

"New and better ways to learn, from infancy through the life cycle, should be the central concern of the laboratories."

By FRANCIS A. J. IANNI, *Director, and* BARBARA D. McNEILL, *Staff Assistant to the Director, Division of Educational Research in the U.S. Office of Education.*

WHEN President Johnson said that "the first work of these times and the first work of our society is education," he was expressing a growing popular belief as much as he was characterizing his own administration. Every society and every generation within that society produces forces that mold education in its time. What seems to be emerging in our society and within our generation is a widespread faith that if we can improve education, we might just produce that Great Society.

To imagine that educational innovation can produce the Great Society in a few years, however, would be a great mistake. It would be equally wrong to assume that today's educational system or our present knowledge of the means of improving that system are adequate to the challenge. Remember that this challenge calls for far more than the present goal of making quality education available to all children. It calls for education to provide at least partial solutions to the nation's most pressing problems—persisting unemployment and poverty, new problems arising from new technology, the pressures for human rights, and the explosion in both population and knowledge. And these are just the problems we see and hear about today for we cannot even define fully the social and economic character of the next decade. Indeed, defining the Great Society is part of the problem of getting there.

The last decade has seen a lively, often controversial public reappraisal of the ability of the educational establishment to cope with social and economic change. Now, every informed parent, the press, and a host of new experts both within the establishment and outside it are party to the mood of questioning. Can Johnny read and how should we go about seeing that he can if he can't? Is the "new math" anything more than a way of confounding teachers and parents? Will small ungraded classes in schools fitted with the new educational hardware make enough of an educational difference to justify the sums and efforts necessary to replace the traditional schools? Who has the right answers?

In other areas of national concern the source for such answers would be quite clear—one turns to the scientist, to research and development for help. In education, however, research and development has not been up to such a task. Still in its infancy compared to other areas of science, educational research has not had far-reaching effect in the schools because neither the efforts to innovate nor the arrangements for diffusing innovation have been developed on a scale that even approaches the need. Research has, however, provided a clearer understanding of where we have failed and some emerging notions of what our goals must be. If educational progress is to calm the crisis of our generation there will have to be profound changes in the educational system and particularly in the mechanisms for self-appraisal and renewal within that system.

One dimension of the crisis is the very size and complexity of the system. Education today is America's largest industry. There are over 125,000 schools and 2,500 colleges and universities in the country and well over 50,000,000 young people attend them. They are taught by over 2,000,000 teachers and over 100,000 administrators and supervisors manage the close to $35 billion spent on education each year. Education must also be viewed as a growth industry in which in each year of the last decade, approximately 1,000,000 more youngsters have attended the public schools than attended the year before.

Another dimension is that there has never been a clear institutional means of maintaining and strengthening the relationship between educational research and development and educational agencies at any level of government in formulating and executing educational policy. The entrance of the scholar and the scientist into what was once the domain of the military profession in the formu-

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lation of national strategy is a well known example of how research and development should influence policy.

However, unlike defense industry, and agriculture and medicine as well, educational research is still experiencing a shortage of the best minds needed for the best possible results. Compounding this difficulty is the fact that education has never had access to substantial funds for research and development. Of course, more money alone is not going to produce better research and better schools, but vastly increased sums will be necessary for the job ahead. Few economists would dispute the facts that money spent on research and development is the key to product improvement and that education is one of the most productive investments a society can make.

Important as these dimensions are, however, nothing hinders educational progress as much as the absence of an organizational structure within the educational system, specifically designed to recognize obsolescence as well as plan innovation. We must have an orderly means for shedding outworn educational practices, dismantling outmoded educational structures, and creating new and better relationships for experimentation and innovation. What is needed within federal, state and local programs is a means and a willingness to test the results of research, to put into practice the best of tested innovations, and to view the school as the logical place for such testing. And, since we live in an era where change has become a constant, we cannot depend on a single, crash program of innovation. We need a system designed to accomplish its own continuous renewal through a constant process of experimentation and innovation.

Now, with the passage of the Elementary and Secondary Education Act of 1965 (Public Law 89-10) a new model of educational organization for experimentation and innovation appears possible. Each of the five titles of the new Act is designed to improve the educational system, but it is in Title IV that educational research, development, and innovation receive the greatest attention.

Title IV amends the Office of Education's Cooperative Research Act of 1954 and authorizes the expansion of its present research and development programs. It does this by adding grant as well as contract authority, extending the authority of the program to use the research competence of a variety of groups and individuals, establishing a new program of training for educational researchers and teachers, and specifically calling for programs to disseminate the results of research.

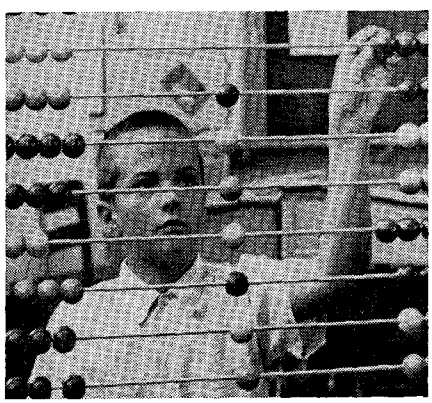
The most novel feature of Title IV, however, is the provision of $100 million over the next five years for constructing a network of national and regional educational laboratory facilities.

The laboratory program made possible by the new Act is designed to concentrate the educational, scientific, cultural, and other resources of geographical regions and the nation as a whole on promoting quality education throughout the educational system. Reference to the entire nation is important here, for it is the emphasis on quantity as well as quality that distinguishes the laboratory program from previous attempts at educational innovation. The laboratories will be far broader in scope and purpose than anything that now exists. Particularly during the first years of the program laboratories will differ in form and function. Nevertheless, breadth of scope and purpose will dictate the nature of these various forms and functions.

Like most good ideas, the concept of the educational laboratory has a mixed paternity. Individual spokesmen within and outside the government have long pointed out that educational research and development must have access to substantial new funds for successful innovation.

Also important has been the growing dissatisfaction of the spokesmen for the "new curricula" with traditional separation of children, school teachers, and school administrators on the one hand from scientists, scholars, and artists on the other. The various government-sponsored curriculum improvement groups brought to the field of education some of the best creative and intellectual talent of the country. While they have been quite successful in developing new materials they have also learned that the stress on new materials must be accompanied by improvement in educational techniques, the preparation of teachers, and the environment within which education takes place, and they are now calling for a "second wave" of curriculum improvement.

In some cases, prototypes of laboratories are already in existence. On a small scale, Educational Services Incorporated (ESI), which began as the home of the Physical Science Study Committee (PSSC) and grew by the accretion of diverse curriculum programs around a small group of enthusiasts, now performs many of the functions of a laboratory. Four modest and necessarily incomplete forerunners of the proposed regional laboratories are now operating under the Office of Education's Research and Development Center Program. One in Pittsburgh is providing programs of individualized instruction based on capacity rather than age. A center at the University of Oregon is studying the structure of school-community relations and the way educational policies are formed and decisions are put into effect. At the University of Wisconsin, researchers, scholars, and teachers are working as a team on the central problems of learning—how much, how early, how quickly, and how well children can learn. A center at Harvard is concerning itself with problems presented by psychological and cultural differences among school children.



—California State Dept. of Education.

"New emphasis will be placed on converting the new ideas emerging from research into forms that are usable in the classrooms."

A common thread in the experience of each of these groups has been the realization that something new was necessary. They clearly recognized the need for new institutional arrangements to bring about continuous innovation and renewal in the schools on a scale adequate to the need.

In general, laboratories will be concerned with a wide spectrum of activities such as basic and applied research, curriculum development and evaluation, demonstration programs, clearinghouse operations for research and curriculum, and materials, as well as training and dissemination. They will bring together resources from a variety of institutions and organizations including universities, colleges, teacher education institutions, school systems at the classroom and administrative level, and from the supporting arts, trades, and professions.

Research will still be an important function of laboratories but new emphasis will be placed on converting the new ideas emerging from research into forms that are usable in the classrooms, testing their use in real schools, training teachers in their use and then diffusing the proven ideas to the schools. A re-examining of the "new educational technology" might accompany other research and development efforts of the laboratories.

Curriculum—what is taught in a school, and how it is taught—is crucial to quality education. The laboratories will continue on a much larger scale and as a major function the curriculum improvement which has already had a successful start under the National Science Foundation, the Cooperative Research Act, and other programs. Existing curriculum improvement programs have shown that

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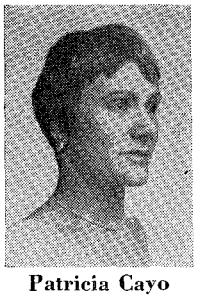

Patricia Cayo Sexton

PERSONAL OPINION

Schools Are Emasculating Our Boys

On this page, each month, a distinguished educator, writer, or critic of education will be given an opportunity to express his views freely on a topic of his own choosing. The opinions expressed may differ sharply from those of the editors.

By PATRICIA CAYO SEXTON, *Professor of Educational Sociology at New York University and author of the recent book "Spanish Harlem."*

BOYS AND the schools seem locked in a deadly and ancient conflict that may eventually inflict mortal wounds on both. In vastly disproportionate numbers, boys are the maladjusted, the low achievers, the truants, the delinquents, the inattentive, the rebellious. If teachers had only girls in their classes, they would find it easy, though dull, going, and we probably could double class size and still keep high standards of achievement and decorum. National delinquency rates are five times higher among boys than girls; in New York City 63 per cent of all dropouts are boys; more than twice as many boys as girls under fifteen are currently first admissions to public mental hospitals.

While we know many things about the boy-school conflict, our factual understanding is still too primitive to permit us to go far beyond conjecture. Boys are often raised by strong and assertive women at home (the "modern woman") and then turned over to strong and assertive women at school. Seventy-two per cent of all teachers, remember, are women. Yet a boy, if he wants to be a real boy, must free himself from the domination of these women and operate under his own power; hence, there is inevitable conflict for those who take on the painful job of struggling out of the maternal cocoon to become men, and partial or sometimes total emasculation for those who don't.

The problem is not just that teachers are too often women. It is that the school is too much a woman's world, governed by women's rules and standards. The school code is that of propriety, obedience, decorum, cleanliness, silence, physical and, too often, mental passivity. Some of this, perhaps a lot, may be good and necessary. The military establishment is able to enforce some of this code —obedience and discipline—on men without making sissies of them. But when it is not alloyed with the stronger masculine virtues, as it often is in the military but seldom is in the schools, trouble is brewed.

Unfortunately, the masculine virtues are usually diametrically opposite to the school's female ones. The masculine stress is on aggressiveness in all things, rather than passivity. It is on action and movement rather than sitting still, independence rather than obedience, speaking out rather than keeping quiet, strong group loyalty and group competition rather than individual competition—fearlessness, courage, and daring rather than timidity and surrender—conflict, struggle, and a good fight rather than perpetual peace. The female code is to make as much effort as possible in studies, the male to make the least. Basic to the problem is that boys have more energy and muscle for action and trouble; they take in more food and their output of carbon dioxide may be as much as 40 per cent more than that of girls.

Though the boy must learn to be his own authority, the school insists that he obey its authority, however arbitrary and irrational it may be. This may be reasonably good preparation for the lower rungs of a large white-collar organization or military service, but not for real manhood or free citizenship.

But the young lad's woes do not end there. Besides the school's style, there is also its content. Again, alas, this subject matter seems all too frilly and feminized. English and literature especially, the inescapable subjects, seem typically so overcast by feminine tastes as to repeatedly suggest to boys that the provinces of written language, books, imaginative expression, art are the exclusive property of women and the strange men who take interest in such flights of fancy.

If we are to stuff boys every term with English courses, surely we can find ways to convince them that "good" literature can be tough, masculine, simple, perceptive, and expressive of their own feelings and experience. Why, for example, in teaching Shakespeare, sacrifice the blood and bawdiness and the action plots, as wild as Goldfinger, to the lyricism of the language—that tends more often to be stressed?

All of this leads us back to something about which we have intermittently talked but done nothing—education that is active, exploratory, problem solving, adventurous, aggressive. Because boys want to conquer their world (and universe) rather than nest in it, they are often fascinated by machinery, technology, and the absorbing secrets of the natural world, secrets that man has, by mind, mouth, and hand, wrested from nature for use in its exploitation. These male interests are almost too apparent to mention. Yet the schools go on in their lumbering way, as though science and technology were an upstart fortune-seeker, invading the realm of the liberal arts with gadgetry and "things." The situation is often so bad and so ridiculous that a boy can come to manhood without picking up, in school, even elementary knowledge about the inner workings of standard parts of his intriguing environment—cars, radios, TV, space vehicles, building construction, etc.

I do not suggest that boys and girls should be segregated for instruction. The scanty evidence we have suggests that this is not preferable to coeducation. Besides, such segregation always works a hardship on someone—in this case it would be, as it used to be, the girls. But limited separation, for certain ages or subjects, might work better. We don't know. I am inclined to think, however, that the education that would best suit boys would also suit girls, at least better than what they now get, and I think we have to worry less about girls becoming more masculine than about boys becoming more feminine.

As a feminist I must admit to some selfish and ulterior motives. Only as men become at once stronger and more intellectual will it be permissible or advisable for women to do so. And, whatever improvements are made in the curriculum for the sake of boys will also profit girls.

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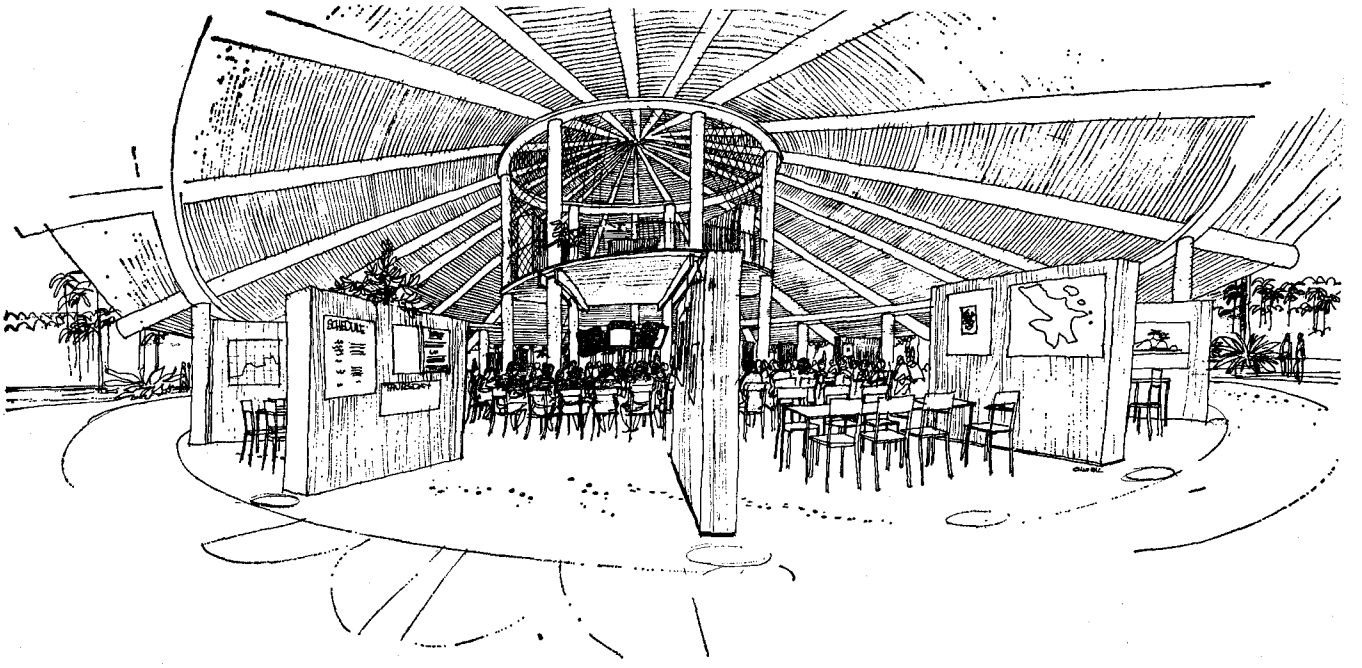

—*Drawings by Reid and Tarics, Architects, San Francisco.*

Interior view of the new high school now under construction in the village of Leone on Tutuila.

CLASSROOM TV COMES TO SAMOA

By TOM KASER, *Education Editor of the Honolulu Star-Bulletin.*

LAST NOVEMBER, a large, elegantly dressed Polynesian stepped before 7,000 people in Pago Pago, American Samoa, and uttered what was probably, for that part of the world, the understatement of the year.

"In ancient times," said Crown Prince Tupou To'a Tungi, premier of the nearby Tonga Islands, "the environment of Samoa and Tonga ended at the seashore of Samoa and Tonga. Today, the world is smaller. Now the whole world is our environment."

The occasion was the dedication of an anachronism: educational television in the South Seas. Less than two months before that day, engineers sent the first signal of a $1,700,000 ETV system into the steaming jungles of a Pacific paradise which for years had been forgotten by time and, most regrettably, the United States. Now, American Samoa has become the education showplace of the South Pacific, not only because of television but also because of the man who brought it there, Governor Rex Lee.

Lee was sent to the island territory in May 1961 after serving eleven years in Washington as a high-ranking administrator in the Bureau of Indian Affairs. He didn't particularly want the job, but he did want to oblige any request of the new President and the new Secretary of the Interior, Stewart Udall. The result was an agreement that he would serve as governor of American Samoa one year for the primary purpose of preparing the island territory for the 1962 conference of the six-nation South Pacific Commission.

When Lee arrived in Samoa he was appalled. What he saw was sixty years of neglect from the Naval officers who administered the islands from 1900 to 1951, the territorial governors who came there during the Eisenhower years, and the white merchants and traders who had been there as long as anyone could remember.

The most serious neglect was that of the welfare of the Samoan people. Lee found that although half of the 22,000 natives in the territory were under eighteen, only 5,000 Samoan children were attending what was loosely called school—remote village huts of the native fale (pronounced "folly") design resembling open, grass-roofed houses. The only high school in the seven islands of the territory admitted only a third of the children of high school age in American Samoa—those who could pass the entrance examination.

But Lee was most shocked by the illiteracy of the Samoan school teachers. Although all instruction was supposed to be in English, he couldn't find one native teacher who could speak it fluently. He further discovered that most of the Samoan teachers had attended school only through the ninth grade, equal to about a fifth-grade education in stateside schools.

Lee realized that American Samoa was no place for a gradual improvement in the educational system. "There was no time for waiting, no time for armchair patience—there had been too much of that for sixty years," he says today. "It was obvious that what was needed was a sudden and explosive upgrading."

The answer in Lee's mind was ETV. He submitted the suggestion to the territory's Department of Education, a lifeless agency which rendered an equally lifeless reaction. Stateside educators assigned to the department belittled the idea as too expensive and not feasible for such a remote outpost.

Lee flew back to Washington and conferred with Udall, who surprisingly turned out to be "one of the few who didn't laugh," as Lee recalls today. With Udall's support, Lee went to Congress and obtained $40,000 for a study to determine whether the idea was feasible.

A four-man study team from the National Association of Educational Broadcasters went to Samoa in late 1961 and returned to Washington a month later to report that ETV was indeed the best potential tool for the task. The NAEB investigators, headed by Vernon Bronson, one of the most vigorous promoters of ETV in the country, cited television as the most likely means of: 1) training Samoan teachers, 2) providing quality instruction by top flight stateside teachers for every child in every village, 3) establishing, after a high initial investment, a low-cost permanent educational facility complete with a large library of

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tapes and other visual material. In short, ETV was seen as the fastest, most effective and, in the long run, most economical way of bringing the education system up to reasonable standards.

The alternative was to replace nearly 300 Samoan teachers—some with thirty to forty years of teaching experience—with 300 stateside teachers. This would have created not only serious sociological problems but several logistical problems, including a massive building program to provide accommodations for the stateside. It would also have involved millions of dollars in transportation costs alone.

When Lee returned to Washington in January 1962 to request general operating funds for the island territory, he was armed with statistics (provided by the NAEB) outlining how an ETV system might be installed. He found a friend in Ohio Congressman Michael J. Kirwan, chairman of the powerful House Appropriations Subcommittee on Public Works, who also realized American Samoa had been neglected too long.

While Kirwan, Udall and Bronson exerted influence on Congress to approve the ETV section of Samoa's budget request, Lee returned to the Pacific. But for the first time, he began to see more challenge to his job than hosting the South Pacific Commission conference. With an entire school system to renovate, and the possibility of ETV being approved, he told Udall he would remain in American Samoa because there was a job to be done. And indeed there was.

While the appropriation proceedings in Washington continued, Lee gathered his education officers together and outlined a plan to consolidate all of the territory's more than fifty independent village schools into a cohesive system of twenty-six new government-built schools —twenty on the main island of Tutuila, five in the three Manua group islands, and one on privately owned Swains Island, 250 miles to the north.

Lee and his education officers agreed on a native design for the new consolidated schools: clusters of buildings resembling the open, grass-roofed Samoan fale or home. Each fale, to be built of concrete, steel and glass, was to contain two classrooms placed back to back, with television consoles at each end of the building and a blackboard wall forming the partition.

Lee's dream took a giant step toward reality in late 1962 when Congress approved a generous $10,000,000 operating budget for general improvements in the island territory. Included in the appropriation was $1,583,000 for a three-channel ETV system to be used in American Samoa's elementary grades (one to eight), and a pledge to appropriate funds for three more channels for high school instruction if the initial system showed promise.

News of the appropriation activated plans which Lee had been holding in abeyance for months. A chief engineer arrived in the islands in January 1963 to study technical problems involved in building the system. In February, seven bids totalling $1,190,000 were let on electronic equipment, including a $60,000 contract to Motorola for three hundred twenty-three-inch TV sets.

The onerous job of consolidating the village schools was started, and by August—one month after the arrival of Blair MacKenzie, the new director of ETV—Samoan construction crews began work on a two-story, air-conditioned studio building which was later gratefully named the Michael J. Kirwan Broadcasting Center.

The most formidable construction problem was erecting a 226-foot transmitter atop Mt. Alava, which climbs 1,603 feet almost vertically from the apex of Pago Pago (pronounced "Pongo Pongo") Harbor. The original plan was that Samoan workers, using modern equipment, could make their way to the top of the mountain. But after three-quarters of a mile of construction, the road idea was abandoned: workers found that Samoa's water-soaked volcanic rock could not support a road on sloping land. Engineers estimated that even if the rock provided a suitable base, it would take two years to penetrate the thick jungle to the summit of Mt. Alava.

Hope was renewed a few months later when a Navy ship carrying two helicopters stopped in Pago Pago en route to the U.S. from an Antarctic mission. Lee's engineers suggested that the steel transmitter and supplies to build the transmitter station might be lifted to the top with helicopters, but a survey flight in the Navy helicopters dampened the idea. Navy pilots noted that not only were the crosswinds at the summit too severe, but a job of that sort would require about 800 flights from harbor to mountaintop.

The solution was an aerial tramway, which was installed in the summer of 1964 after a 5,102-foot cable had been strung across Pago Pago Harbor to Mt. Alava from a point near the governor's mansion. The tramway and a few other last-minute expenses increased the first-year cost of the television system by about $140,000, but Lee plans to more than justify that amount with revenues reaped from eventual tourist use.

To the surprise of everyone in American Samoa, KZVK-TV worked when engineers beamed the first signal to Mt. Alava on Sunday afternoon, October 4, just four days after the Samoan school

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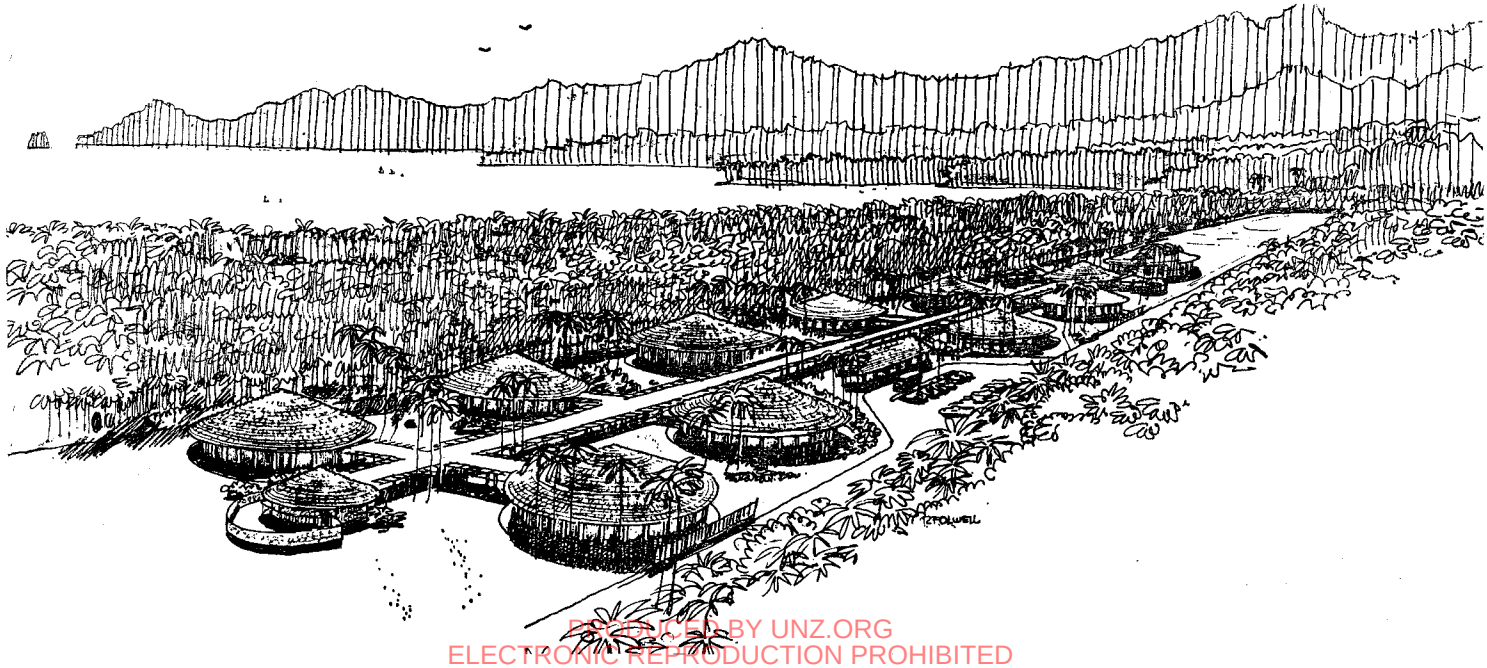
The exterior of the new Leone high school—"fifteen winding miles by road west of Pago Pago."



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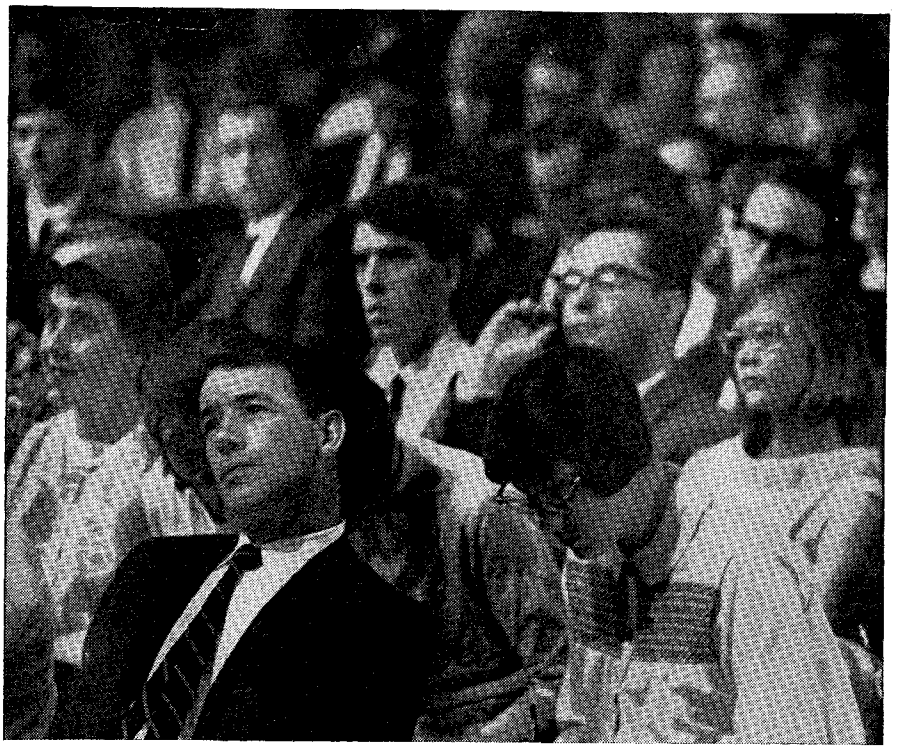
REVOLT OF THE PROFESSORS



—*Photos by Wide World.*

Participants at the national teach-in on May 15: "Our aim is to raise issues and to bring to bear the expertise residing in the intellectual community."

By ERWIN KNOLL, *Washington correspondent for the Newhouse National News Service.*

IS THE teach-in movement that erupted on the nation's campuses three months ago a momentary academic aberration, a professorial panty raid on the State Department that can be consigned to the copious archives of collegiate capers? Or is it the first sign of an important new force in American political life—a force that may constitute a permanent challenge to official policy and that could even bring about its revision?

These questions are troubling the consensus-conscious Johnson Administration, which has been profoundly disturbed by the vigor and vehemence of the professors' protest against United States action in Vietnam. For the first time since the great peace debates of the late 1930s, American foreign policy is under scathing attack by distinguished segments of the academic community.

Since its first demonstration on March 24 at the University of Michigan, the teach-in movement has spread to some sixty campuses, large and small, in all regions of the country. Hundreds of professors and thousands of students have participated in night-long rounds of lectures, discussions, and debates. On May 15, five thousand packed a hotel ballroom two miles from the White House for a national teach-in that ran from 9 A.M. until well after midnight. More than 100,000 persons on one hundred campuses heard the program by radio relay. A week later, the University of California's Berkeley campus—no stranger to controversy—drew a peak attendance of 10,000 for a thirty-two-hour marathon.

The first teach-in was almost an afterthought. The original plan, formulated by thirteen Michigan professors opposed to United States policy in Vietnam, was to cancel classes on March 24 as a protest measure. Their idea was roundly denounced by the University administration, Governor George Romney, and the state senate, which expressed its displeasure in a resolution. As the date of the scheduled "work moratorium" approached, moderates on the faculty proposed a compromise and the teach-in was born. Some 200 members of the Michigan faculty supported it, and 2,000 students attended night-long rallies in four campus auditoriums. Encouraged by the response, Michigan professors called colleagues at other institutions, and the movement was under way.

It gained substantial momentum, its sponsors agree, when top Administration officials provoked the professors by issuing brusque attacks on their intellectual competence. In April the normally mild-mannered Secretary of State, Dean Rusk, said he wondered "at the gullibility of educated men and the stubborn disregard of plain facts by men who are supposed to be helping our young to learn—especially to learn how to think." Rusk may still hold that view today, but he almost certainly regrets that he ever expressed it in public. It has become almost a rallying cry for the teach-in movement. Historian Arthur M. Schlesinger Jr., who defended Administration policies at the national teach-in, said he was constrained to reflect on "the gullibility of Secretaries of State."

A similarly provocative response was triggered by the President's Special Assistant for National Security Affairs, McGeorge Bundy, when he wrote to a group of St. Louis professors that he could not give them "high marks" for their criticism. Such caustic comments are no longer coming from official sources. Bundy, who canceled a scheduled appearance at the national teach-in because of a sudden mission to the Dominican Republic, sent a message that took issue with the professors but contained passages almost conciliatory in tone. Other officials took part in the national teach-in and one of them, Walt W. Rostow of the State Department, commented: "This is a minority, but it deserves our attention. In a democracy, discussion is bound to serve a useful purpose." John Horner, director of the State Department's Public Affairs Bureau, observed after appearing at teach-ins in Kansas, Colorado, Arizona, and California that they are "a sign of growing maturity and interest in foreign affairs."

Horner is one of several officials dispatched as "truth squads" to present the government's case on the campuses. But though the Administration now seems to view the teach-ins as opportunities to dish it out as well as take it, the motives and the reasoning of the protesting academics continue to come under attack.

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In the professors' view, much of the reaction to their movement smacks of neo-McCarthyism. Professor Hans J. Morgenthau of the University of Chicago, once a consultant to the State Department but now, in the words of one of his colleagues, "distinguished service professor of teaching-in," bitterly cites press attacks on his "pompous ignorance." "It is the function of the professors—those professors who 'don't know what the facts are' and are 'full of pompous ignorance'—it is not only their function but their sacred duty to profess the truth against the powerful," Morgenthau told the national teach-in in Washington.

As the term "teach-in" suggests, the movement is not unrelated to the protest tactics of the civil rights struggle. It has also undoubtedly been stimulated by the recent campus ferment over academic freedom, and by foreign examples of academic activism in political affairs. The teachers-in tend to be young men on liberal arts faculties. Though critics have accused them of venturing out of their fields of competence, many are political scientists, including some noted authorities on Southeast Asia. Most are Democrats and some were active in last year's political campaign. A sense of "betrayal" by the Johnson Administration is often evident in their comments.

"Many of these men fought and bled for the Democrats in the 1964 election campaign," says Professor Seymour Melman of Columbia University, a veteran "peace strategist." "They are dismayed by what has happened since November. The man in the White House isn't the man we elected. There will be no Great Society, no War on Poverty, no real civil rights in a country that marches from one military crisis to another."

Those who share Melman's views believe the Administration has abandoned the hopes for a relaxation of international tensions that were reflected in President Kennedy's American University speech and in the test-ban treaty. But no single approach to American policy unites the protesting professors. Some agree with Professor Stanley Millet of Briarcliff College that "the terror from our side accounts for all that has happened in Vietnam," while others merely call for more vigorous efforts at negotiations. Some see inevitable Chinese hegemony over all Asia, while others hope that an altered course of United States policy could foster a "Titoist" Vietnam. Some reject all the premises of the Cold War, while others believe American actions are canceling the advantages of the Sino-Soviet rift.

Uniting the teachers-in is a conviction that there has been inadequate public discussion of policy alternatives, and that the government has tried to stifle criticism. "There are many who are concerned about the issues even if they are not opposed to Administration policy—concerned about the attempt to engineer a consensus," says Professor Arnold S. Kaufman of Michigan, a founder of the teach-in movement.

"Our aim," announced the program of the national teach-in, "is to raise issues and to bring to bear the expertise residing in the intellectual community. Our commitment is to urge whatever changes of policy seem reasonable after full discussion. The organization of the teach-in has brought together a wide range of critical viewpoints: some whom recent events have left concerned and doubting, others whose disagreements with the government have more to do with the appropriateness of means than ultimate goals, and yet others for whom this war has produced a much more fundamental moral and intellectual disaffection with American policy and its policy-makers.

"For all these people, the teach-in is seen as a necessary extension of the intellectual's responsibility as a teacher and seeker of truth. The search for knowledge must not be fettered by government attempts to still dissent and create an aura of unanimity; the results of the search must be made relevant to the on-going process of decision-making in Washington. We assert our duty, as intellectuals and as citizens, to question American policy. We assert our obligation, in a time of crisis, to bring before the nation and the world our doubts about the wisdom and morality of the American position, our fears that a hardened military policy may be leading the world to the brink of nuclear war."

Opponents of the teach-in movement have criticized it on tactical grounds as well as on the substantive issues raised by the professors. McGeorge Bundy summed up his reservations in his message to the national teach-in. "It may be true—although I have no first-hand knowledge—that some of your meetings on Vietnam have failed to meet the standards appropriate to university and college discussion," he wrote. "It may also be true—and I have thought so once or twice myself—that a few of those who feel strongly about the situation in Vietnam have been more interested in pressure upon the Administration than in fair discussion with its representatives. . . .

"It has been argued," Bundy continued, "that debate of this kind should be avoided because it can give encouragement to the adversaries of our country. There is some ground for this argument, since it is true that Communists have little understanding of the meaning of debate in a free society. The Chinese will continue to pretend—and perhaps in part to believe—that American policy is weaker because 700 faculty members have made a protest against our policy in Vietnam. The American people—whatever their opinions—know better. They know that those who are protesting are only a minority—indeed a small minority—of American teachers and students. They know also that even within that minority the great majority accept and respect the right and duty of the American Administration to meet its constitutional responsibilities for the conduct of our foreign affairs."

The minority role of the protesting professors has also been stressed by their

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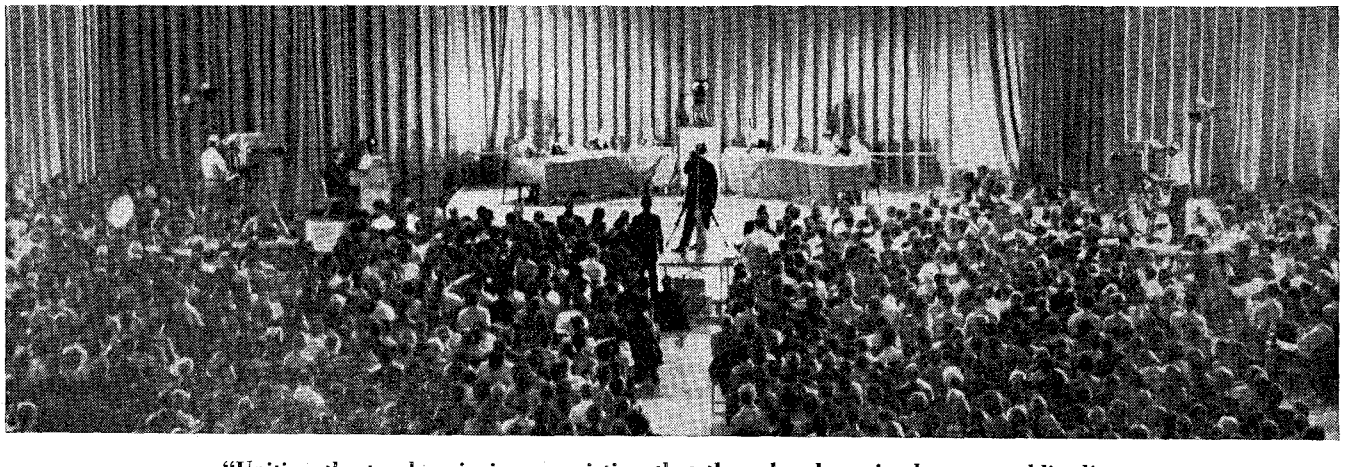

"Uniting the teachers-in is a conviction that there has been inadequate public discussion of policy alternatives, and that the government has tried to stifle criticism."

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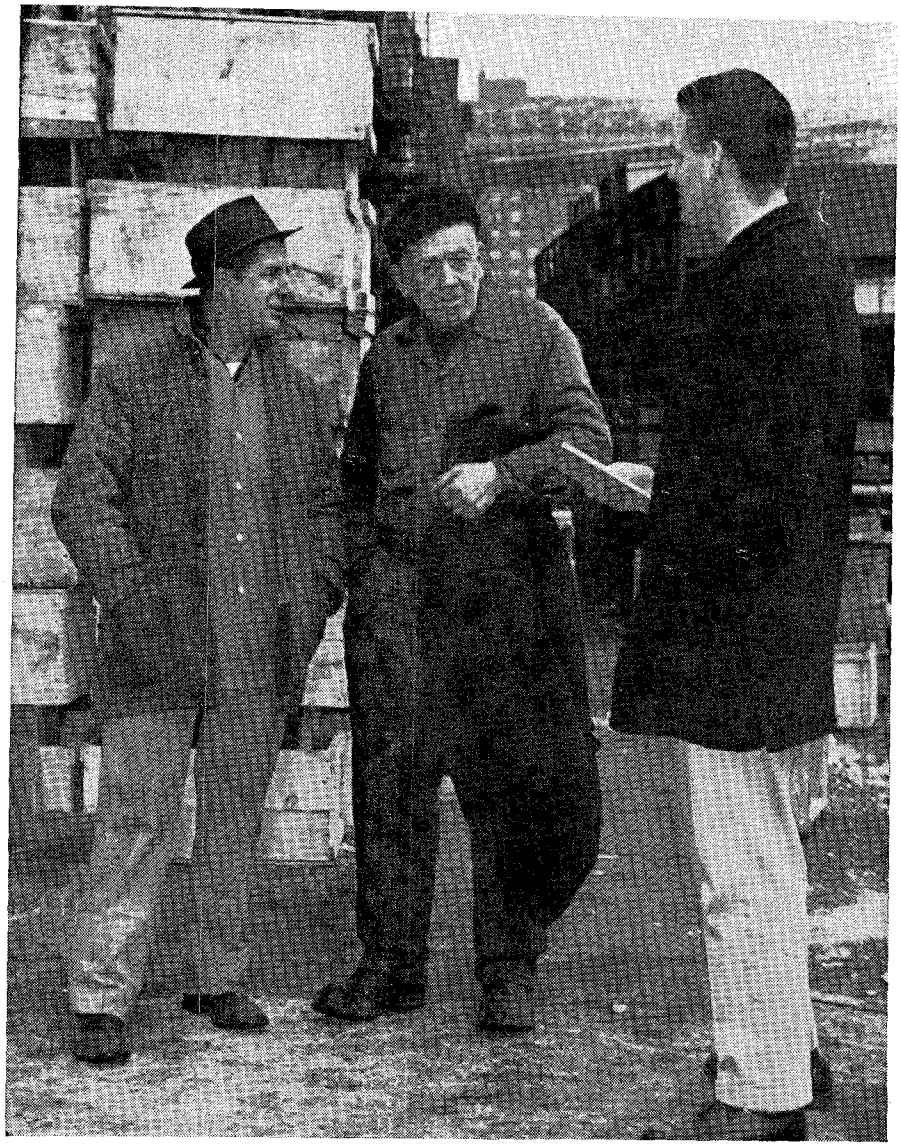

—*Photos by Columbia College.*

Columbia student conducts early-morning interview at Fulton Fish Market for a report by the City Club of New York.

Classroom Learning Is Not Enough

By BONNIE BARRETT STRETCH, *Editorial Assistant for SR's Education Supplement.*

"STUDENT activities" once meant glee club, athletics, homecoming balls, student government, and campus elections. Today, increasingly, it means tutoring disadvantaged children, working in community projects, or agitating for civil rights. Most of all, it seems to mean a drive by students for a new kind of responsibility for and participation in adult society.

When this drive takes the form of mass protests and sit-ins on or off campus, it makes the newspapers. But meanwhile there is a quieter movement on campuses across the country. Inspired by the civil rights movement and the Peace Corps, students are setting up community action programs, often with, sometimes without, the aid of the college administration. The trend is toward tutorial programs for culturally deprived youngsters—so much so that the National Student Association has recently set up an experimental project to assist in "the establishment, improvement, and coordination of tutorial programs around the country."

But some colleges with several years' experience have also sought out other areas where the student can contribute useful volunteer service. One of the most diverse of these programs is the Citizenship Program at Columbia College. Initiated in 1957 by the then dean, Lawrence H. Chamberlain, who is now vice president of the university, and a handful of students, the program has become the largest extracurricular activity on campus, involving nearly 400 students. Its stated purpose is to "foster awareness, interest, and a sense of civic responsibility in the mind of the Columbia student." Although the administration keeps a proud eye on the activities, it has allowed the students to shape the program to their own interests and talents.

With the whole of New York City at their disposal, the students have a unique field for activity and they have made the most of it. Although tutorials remain by far the largest activity, volunteer projects have been arranged with such diverse agencies as the State Attorney General's office, the City Commission of Human Rights, the offices of the Borough of Manhattan and the City Councilmen, and the New York Department of Labor.

Of course, students have taken volunteer jobs in more usual places such as community centers and hospitals—but with a difference. Their aim, besides providing a useful service, is to see that

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the work they do is "an important educational experience." The "gray lady" concept of hospital volunteer work—pushing around the library cart, helping out at the gift shop, and similar chores—won't do. The students have persuaded hospital directors there are other jobs they can do. Many, for instance, have had considerable laboratory experience in science courses, and are capable of preparing culture studies, identifying disease organisms for slides, making stains and dyes, and performing sensitivity tests on antibiotics.

In pediatrics wards, they can assist the physical therapist and work with individual bedridden children. Directors who have been persuaded to let student volunteers work in these more responsible capacities have not been disappointed. They have found the students are better prepared for these tasks and learn more quickly on the job than they had thought.

The same has been true in other areas. The government programs, for example, which were very difficult to initiate, have engaged several students in particularly significant work. Volunteers in the Civil Rights Bureau of the State Attorney General's Office compiled a report on discrimination in employment agencies. In the City Commission on Human Rights they have done field work in tenant education: helping solve difficulties created in neighborhoods by the influx of welfare tenants, informing the tenants of their rights and making them aware of city agencies which can provide them with assistance. Interviewing tenants and compiling reports, one student said, has taught him "more sociology than I could have learned in any course."

There are numerous other smaller programs. New ones come up each year, while others are dropped. "The idea," said Mark Berger, chairman of the government committee, "is to improve what works, weed out what doesn't, all the while looking for something new." The responsibility for this falls on the Citizenship Council, the student administrative arm of the Citizenship Program. It is the job of the council members to set up the programs each year, recruit the volunteers and place them, make sure both the volunteer and the agency are happy and if they aren't, find out why not and do something about it.

This takes some negotiating with agency officials who often feel they have no tasks other than clerical work that college undergraduates could do. Even after the top officials are persuaded of the mutual value of the program, staff members who are the volunteers' immediate supervisors do not always share the enthusiasm. If these supervisors cannot or will not find interesting tasks for the volunteers, the particular projects may have to be dropped and places found in more successful ventures for the volunteers.

Often, however, talking with the supervisors and the volunteers will encourage both to find some responsible task for the volunteer, and the difficulty will be solved. These young men have become surprisingly skilled at dealing with bureaucrats and bureaucracies, as well as with higher officials. As one of them put it, "Most of us are pretty good salesmen. Let's face it, you have to be."

The original salesman of the Citizenship Program is Calvin B. T. Lee, hired by Columbia especially to fill the role of the program's director. In 1961, when the program first picked up its present momentum, Mr. Lee approached authorities in the state and city governments and persuaded a few to take the initial step. After that, since nothing succeeds like success, the students capitalized eagerly on this breakthrough.

Now, said Mr. Lee, "the program runs itself." The initiative and new ideas are coming from the students, and not only from volunteers and council members. Two years ago, four Columbia students not associated with the program turned over to "Cit" Council a summer tutoring program for disadvantaged high school students that they had begun in their home town of Little Rock, Arkansas. Called the Student Educational Exchange Rountable (SEER), it has become one of the most enthusiastically supported council projects; last summer there were SEER programs in sixteen cities, involving 350 students.

As the success of the Citizenship Program continues to grow, the students are acquiring a strong sense of confidence in their own ability and in the assured support of the college. That the program is the darling of the administration has enormous advantages, of course, and the students are willing to accept them.

The program's closeness with the administration is a source of criticism by some, however, who call it a "finky" organization. They point out that the volunteers are working all over the city but are doing relatively little in their own backyard in Morningside Heights and Harlem, where Columbia University is expanding rapidly and causing considerable resentment (to say the least) among neighborhood organizations. Then, too, the fact that the program is nonpolitical and nonideological is perplexing to members of such groups as the Student Nonviolent Coordinating Committee and the Northern Student Movement, who also have tutoring and community action projects but with a more ideological aim. The Citizenship Program, by definition, serves no cause; its primary purpose is to provide experience in the community of educative value to the student.

Within this framework, however, a strong faction of council members is pushing for more independent programs, set up and run by the students without the use of an established agency. This, it is argued, would stimulate a lot more imagination and freedom among council members, bring the council and the volunteers closer together, and reduce the gap between the work of the volunteers and the results they achieve—which now are often impossible to see.

"Many volunteers committed to social goals would feel more assured of the value of their effort," said Howard Matz, vice president of the council and the chief spokesman for this point of view. He points out that there are already successful independent programs in SEER and in the Barnard Study Club, a tutorial program staffed by Barnard girls but administered by the council.

Other council members are more cautious, recognizing the difficulties students will face in winning respect for endeavors they initiate on their own without institutional authority. These

(*Continued on page* 73)

Student discussing local problems at home of residents as part of a social action program.

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WHO SPEAKS FOR TEACHERS?

The rising militancy of teachers and the struggle for power between the National Education Association and the American Federation of Teachers have brought two questions into focus: "Should public school teachers have the right to negotiate with their employers?" and, "Should such negotiations be limited to salaries and conditions of employment, or should they include matters of educational policy?"

Below we present the views of Myron Lieberman, Chairman of the Division of Professional Studies at Rhode Island College, whose widely read book "The Future of Public Education" established his reputation as an informed and perceptive analyst of the power structure of the schools. In future issues we shall present contrasting views of the same problem.

By MYRON LIEBERMAN

NO ASPECT of education is changing more rapidly than that of employer-employee relations. Here we are witnessing a veritable revolution whose consequences are only dimly understood even by those chiefly involved in it.

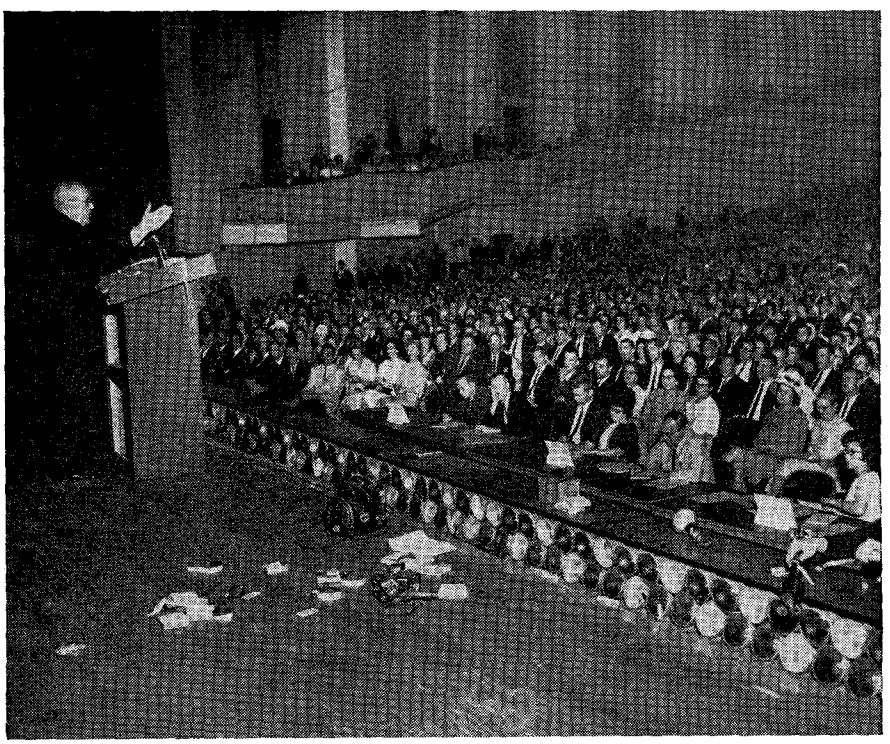
Teachers' organizations, which until recently have played a relatively insignificant role in determining conditions of teacher employment, seem certain in the near future to have a significant role in this area. Eventually, conditions of employment will be governed by collective agreements reached between school boards and the representatives of teachers elected for the specific purpose of negotiating (as distinguished from consulting about or discussing) such conditions. Elections of teachers' representatives will be regulated by state agencies, and these agencies will also serve important mediating, conciliating, fact-finding, and arbitrating functions in situations when negotiations between teachers organizations and school boards break down for one reason or another.

In the beginning, these changes will affect only—or primarily—conditions of educational employment. Eventually, they will have a profound impact upon all aspects of education. To understand why, we must first review the present status of teachers as employees.

In all states, it is lawful for teachers to organize to advance their professional and welfare objectives. However, teachers organizations are severely handicapped by the fact that few states provide the legal safeguards necessary for such groups to function effectively. For example, school boards need not recognize or negotiate with teachers as a group, even where all teachers in a system want a particular organization to represent them. Furthermore, collective agreements between teachers and school boards are not specifically mandated or authorized by law in most states. In fact, such agreements have been declared illegal in twelve states and would probably be so ruled in others if the issue were raised. Seven states authorize collective agreements between public employers and organizations of public employees, but only Wisconsin requires public employers, including school boards, to negotiate a collective agreement.

Most states have no statutes or court decisions on these issues. In such states, individual school boards decide for themselves whether or not to recognize and negotiate with a teachers' organization. Clearly, some school boards avoid negotiations with teachers' organizations by asserting gratuitously that they lack legal authority to do so. On this issue, one should not be misled by the fact that most school boards do not ordinarily insist upon their legal right to ignore teachers' organizations. Their power to do so at any time reflects the very nature of the recognition that they accord the organizations. There is a world of difference between the situation in which employers are legally required to recognize and negotiate in good faith with employee organizations and the situation in education where employers discuss (but seldom negotiate) conditions of employment, and then only if they choose to do so.

This, briefly, is the current status of teachers as employees. It was even more unfavorable in December 1961, when the United Federation of Teachers (UFT) won an election to determine which organization, if any, would represent New York City's teachers in negotiations with the New York City Board of Education. The UFT's victory stimulated other locals of the American Federation of Teachers (AFT) to press for similar elections in their communities. Meanwhile, the National Education Association (NEA) began to advocate a set of procedures labeled "professional negotiations" and to urge its local associations to achieve recognition as the negotiating agent for the professional personnel in their systems. Since both collective bargaining and professional negotiations require a determination of which organization represents teachers,



—George T. Hale, Oklahoma Education Association.

Ferman Phillips, Oklahoma Education Association executive secretary, addresses 10,000 teachers in Oklahoma City, May 11, after a sales tax increase for school support was turned down by popular referendum.

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teachers' representation elections have been held in over twenty-five communities since December 1961 to settle this question. Overall, NEA locals have won more elections but AFT locals have been victorious in New York, Detroit, Cleveland, and Philadelphia, the four largest cities where elections have been held.

The teachers' representation elections held to date have strengthened the AFT to some extent. Nevertheless, they have not basically changed the pre-1961 balance of power between the NEA and the AFT. In 1953, the AFT enrolled approximately 3.9 per cent of the nation's teachers, whereas 49 per cent were enrolled in the NEA. By 1963, the AFT enrolled only 100,109 members or 4.7 per cent of the nation's instructional staff in public schools; the NEA enrolled 903,384 or 50.8 per cent. Furthermore, the state associations affiliated with the NEA continue to enroll almost 90 per cent of the nation's public school teachers, a statistic of prime importance when one considers the crucial importance of action at the state level in education. The AFT is not attracting teachers away from the associations. Its national growth since 1961 is due largely to the phenomenal increase in size of the UFT, which went from under 5,000 members in 1961 to over 30,000 members today.

The major significance of the elections is the impetus they have given to the idea that conditions of educational employment should be determined by negotiations between teachers' organizations and school boards. This idea does not seem revolutionary, or even different from present practice, to persons who do not realize the difference between negotiations or bargaining on the one hand, and consultations or discussions on the other. But the difference is enormous and will ultimately be reflected in law, in policy, and in practice.

To have negotiations, both parties must be making proposals and counterproposals. Reasons and evidence must be given. There must be meetings at reasonable times and places. A school board which merely listens to a proposal from a teachers organization, asks a few questions, and then withdraws to make an irrevocable decision on conditions of employment, has discussed but not negotiated them with the teachers.

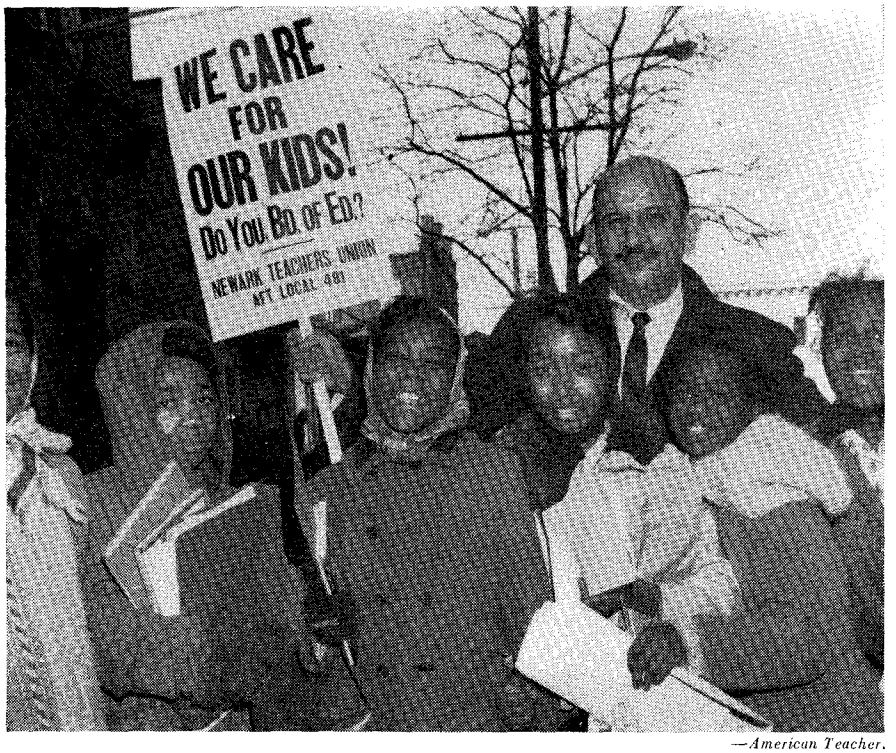
School boards have reacted in different ways to teacher demands for negotiated conditions of employment. The National School Boards Association has taken the position that exclusive representation and collective negotiations by the majority organization of teachers are an infringement upon the authority of local school boards. However, the basic issue is not whether collective negotiations are an infringement upon the autonomy of school boards. It is whether school boards should have the legal right to refuse to recognize and negotiate in good faith with the organization elected by the teachers to represent them. The present freedom of school boards to refuse to recognize or to negotiate with a majority organization of teachers is indefensible from almost any standpoint, except perhaps that of employers who prefer to deal with weak employee organizations or none at all.

Many persons contend that collective negotiations between teachers and school boards would constitute an illegal delegation of authority on the part of the board. With all due respect for the state courts, state attorneys general, and school boards that have adopted this position, it is an untenable one. A school board decision to pay a certain salary schedule is no less the board's decision because it was first proposed by the teachers. In 1956 I attempted to clarify this issue:

> Collective bargaining calls for each side to make proposals and counterproposals until an agreement is reached. However, neither side is obligated to accept any offer made by the other. . . . The theory underlying collective bargaining is that if the parties bargain in good faith, they will practically always reach an agreement. Conciliation, mediation, and arbitration can be used to handle issues upon which agreement cannot be reached through the usual methods. Collective bargaining does not force the parties to agree. It is merely the procedure most likely to produce mutually satisfactory agreements when employed in good faith by both parties.

In both the NEA and the AFT, the collective negotiations movement is forcing an agonizing reappraisal of the organizational role of administrators and supervisors. The NEA's local associations especially are experiencing a severe internal crisis on this issue. In order to compete with AFT locals in representation elections, they are being forced to abandon their traditional support for unrestricted administrator membership. This is apparent from the ground rules for the representation elections held thus far. School administrators in the rank of principal or higher have not been eligible to vote whenever eligibility was determined by an impartial source from outside the school system, such as the American Arbitration Association. The only elections in which all certified personnel, including all the administrators, were permitted to vote were those in which the school administration itself set the rules for eligibility to vote. However, as a matter of policy, the public should not and ultimately will not accept an employer determination of who is eligible to vote in teacher representation elections or to exercise active membership in teachers' organizations.

The role of administrators (and supervisors who are really intermediate managerial employees) in teachers organizations poses almost as many internal problems for the AFT as it does for the NEA. For example, Section 2 of the AFT's Constitution provides that "The Executive Council may admit to



—*American Teacher.*

Newark, New Jersey, teachers march for collective bargaining election. "The collective negotiations movement is forcing an agonizing reappraisal of the organizational role of administrators and supervisors."

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membership organizations of public school principals, assistants to principals, heads of departments or other supervising officers, except superintendents, provided that the existing local or locals shall recommend granting of a charter to those applying under this section."

Pursuant to the provision, a union of school supervisors, composed largely of assistant principals and department chairmen, has been trying for some time to obtain a separate charter as an AFT local in New York City. Such action requires UFT approval, but the approval was blocked by a narrow vote in the UFT's executive board. The issue was then put to a referendum in May 1965, and approval of a separate charter for supervisors was denied by a vote of about 6,600 to 4,200.

WITHIN the AFT generally, there are these conflicting views on the matter: 1) supervisors should be regular members, 2) supervisors should not be in the AFT at all, 3) supervisors should be in separate locals, 4) supervisors should have a functional chapter in regular locals, and 5) supervisors should be members with limited rights to vote or hold office. There are also differences over whether the issue should be resolved locally or nationally, and over many other issues pertaining to the organizational roles of administrators and supervisors. In any case, now that the issues are becoming urgent, the AFT is finding itself about as poorly prepared as the NEA to resolve them.

The problem of administrator and supervisory membership in teachers' organizations is extremely important and the way it is resolved will have an important bearing upon American education, and especially upon the NEA and the AFT. For this reason, and because the best solution is not clear, some neglected aspects of the issue deserve comment.

The argument for excluding administrators from teachers' organizations, or permitting them only some type of restricted membership, is not based upon the assumption that employers and employees are enemies who have no interest in common. Obviously, labor and management at General Motors have many common interests, such as substantial sales of General Motors products. In addition, they have many common interests as citizens, *e.g.*, in avoiding nuclear war. The exclusion of managerial personnel from employee organizations is based upon the fact that the two groups have conflicting as well as common interests. On this score, the situation in education is no different from private employment. Teachers share many interests with administrators. However, when a principal or superintendent wants to fire a teacher, and the teacher wants to retain his job, it is absurd to insist that there is "really" no conflict of interest.

Many administrators who wish to vote in representation elections and remain active in teachers' organizations have not thought through the logic of their position. The elections, be it remembered, are to choose a bargaining agent for those who vote. Does anyone suppose that Dr. Benjamin Willis, currently receiving $48,500 as superintendent of schools in Chicago, wants a teachers' organization to represent *him* in negotiations concerning *his* salary and working conditions? If administrators are in the bargaining unit, the organization should represent *them* and they should be precluded, as are the teachers, from individual bargaining with the board. However, most administrators would object strongly to having a teachers'

organization, even an association affiliated with the NEA, negotiate their own salaries and conditions of employment. It seems questionable, therefore, whether administrators should be permitted to retain active membership in either of two competing organizations, neither of which will negotiate their salaries and working conditions.

Many school administrators are concerned about teachers' organizations that insist upon taking their case directly to school boards. Supposedly, such procedures bypass appropriate administrative channels. Here again, there is confusion among administrators and teachers' organizations alike. If school administrators accepted their role as managerial employees and were not members of the teachers' organizations, their objections would have merit. However, many school administrators assert that they too are "employees" of the school board, hence they should be in the teachers' organization. On this logic, it is difficult to accept the notion that they are bypassed. After all, as members of the organization, they presumably have had access to the proposals. Employee organizations should not have to submit proposals to employers through members of the organization who are not chosen by the employees for this task. In short, school administrators cannot have it both ways, so that they are "employees" when it comes to membership in the organization, but "employers" when it comes to receiving proposals.

Just as it is wrong for the school administration to decide who should represent teachers, so it is wrong for teachers to decide who represents the board. In the long run, boards will delegate negotiations to superintendents and their staffs and there will ordinarily be no justification for teachers' organizations to deal directly with the board. For this to happen, however, school administrators will have to accept their exclusion from teachers' organizations and give up their claim to represent teachers. The fact that many administrators do try to raise teachers' salaries and support other teacher objectives is no reason to regard them as "representatives" of the teachers. *Only persons designated by the teachers themselves should be regarded as their representatives.*

In order for teachers to be represented effectively, there must be procedures that are adequate to determine what organization, if any, teachers wish to have represent them. In private employment, the National Labor Relations Board promulgates and enforces the rules designed to ensure uncoerced choice by the employees. However, the federal legislation setting up the NLRB did not regulate state and municipal employment. Congressional regulation of nonfederal public employment would have been rejected as an invasion of states rights. As a result, it is up to each state to formulate its own policies concerning the public employees, such as teachers, subject to its jurisdiction—a responsibility that few states have accepted to date.

THE dangers of no state regulation and the resulting local autonomy are evident from an analysis of recent developments. In one community a representation election held in May 1964 resulted in a narrow majority for the AFT local. Thereupon the school board declared—*after the election*—that it would recognize and negotiate only with the organization, if any, receiving a majority of the total number of teachers eligible to vote, instead of a majority of votes in the election. Obviously, if a school board can decide unilaterally what kind of majority is essential for recognition, it can apply a stringent rule to avoid recognizing an organization it opposes and a liberal rule to facilitate recognition of an organization it favors.

The purpose of representation elec-

(*Continued on page 74*)

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TWO GRAND PRIZES

for color winner: **A TRIP TO LONDON**

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PLUS 18 ADDITIONAL CASH PRIZES

Award-winning photographs will again be featured in Saturday Review's annual World Travel Calendar issue. This issue, appearing January 1, 1966, will report forthcoming events of major importance to tourists during the coming year in fifty countries.

The Calendar issue will be fully illustrated by the World Travel Awards photographs. One of the prize winners will be reproduced on the cover of the January 1st issue.

The winning pictures will be chosen by the following judges, all distinguished in the field of photography:

Norris Harkness—Past President, Photographic Society of America, syndicated columnist on photography.

Ivan Dmitri—Leading color and magazine photographer, Director, *Photography in the Fine Arts.*

Leopold Godowsky—Co-inventor of Kodachrome.

Margaret R. Weiss, Photography Editor, *Saturday Review*

The important thing is to read the complete rules below, and start sending in your entries now.

Deadline for entries is October 15, 1965.

SR's 1964 PHOTO CONTEST WINNERS

Helen G. Russell of Gorham, Maine, professor of mathematics at Wellesley College, 1964 winner of the grand prize for color. Miss Russell won a round-trip to Hong Kong for her picture of a child in a sampan.

F. B. Grunzweig, public information officer of the U.N. Secretariat, 1964 winner of the grand prize for black and white. Mr. Grunzweig's photograph, taken in Kennedy Airport, won him a round-trip flight to Paris.

Saturday Review

380 Madison Avenue, New York, N. Y. 10017

Should the Grand Prize winners prefer some other trip than the ones outlined above, the equivalent for one or two persons can be arranged on request.

Contest Rules

1. The contest is strictly for amateur photographers. Anyone is eligible except employees of Saturday Review and the McCall Corp., members of their families, and individuals who personally, or any members of whose families, are engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Pictures must have been taken after July 1, 1964, during a trip away from home for either holiday or business purposes.

3. **Black-and-white photographs**

a. Prints must be submitted in glossy prints 8 x 10 unmounted.

b. On the back of the photograph must appear: name and address of photographer; make of camera and film used in taking the picture; date and place it was shot.

c. Developing and printing may be done by a photo-finisher or the entrant. No composite pictures such as multiple printing or montages are eligible. No art-work or retouching on prints or negatives from which they are made is permitted.

d. No negatives should be submitted.

e. **NO BLACK AND WHITE PRINTS WILL BE RETURNED.**

4. **Color photographs**

a. Color pictures may be submitted as either slides *or* prints. Do not send slides and prints of the same picture.

b. Transparencies must be originals and must be mounted in cardboard only.

c. Color prints must be 8 x 8 or 8 x 10, unmounted.

d. Stereos are eligible. Only one transparency need be sent.

e. The same data must be given as specified above for black-and-white prints and must be written on the mount of each transparency or on the back of each print.

f. Transparencies and color prints will be returned to entrant only if accompanied by return postage; a minimum of 10 cents.

5. Saturday Review assumes no responsibility for negatives, prints or color transparencies, but reserves the right to publish within its own pages as part of the Awards competition any pictures submitted, whether winners or not.

6. To enter the contest, mail no more than two black-and-white pictures, and/or two color pictures to this magazine's World Travel Photograph Contest Department. All entries must be postmarked no later than October 15, 1965, to be eligible for judging. **IMPORTANT: NO MORE THAN FOUR PICTURES, TWO IN EACH CATEGORY, CAN BE SUBMITTED BY ANY ONE ENTRANT.**

7. Pictures will be judged on photographic quality and originality in choice and treatment of subject. The decision of the judges will be final.

8. Before receiving a final prize, the entrant must sign a statement that his picture, or any closely similar picture of the same subject or situation, has not been and will not be entered by him in any photographic contest other than the one conducted by this magazine without permission of Saturday Review, and has not been and will not be offered for publication in any manner prior to January 1, 1966. Winning pictures become the property of Saturday Review.

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Removing the Stereotype

The Predominantly Negro Colleges and Universities in Transition, *by Earl J. McGrath (Bureau of Publications, Teachers College, Columbia University, 204 pp., cloth $4.75, paperback $4.75), is the most thorough study to date of the present status, needs, and functions of these institutions. The reviewer is President of Texas Southern University, Houston.*

By S. M. NABRIT

THIS IS a 204-page report of a study financed by the Carnegie Corporation of 123 predominantly Negro colleges and universities. As would be expected from a former U. S. Commissioner of Education and present executive officer of the Institute of Higher Education at Teachers College, information and conclusions are both discerning and thought-provoking. Although the nation was aware of the existence of these colleges and universities, until this report was written precise information about them was not available—not even as to their exact number let alone such things as enrollment, budget, curriculum, and quality. The Negro college had become stereotyped in terms of the characteristics of the weakest institutions in a group all of whose members needed improvement in quality of educational effort and financial support.

Voluminous data were collected concerning most aspects of each college. In treatment, however, summaries of the data are made so that group, rather than individual, characteristics of the colleges are revealed.

The study has not touched the internal dynamics of the Negro college; this, of course, could well be a major work in itself.

The central conclusions of the report are: 1) that the nation's predominantly Negro colleges and universities vary widely in character and quality; 2) that in the immediate future these institutions will continue to provide the primary educational opportunity for Negro youth and—because of the need for immediate strengthening—private foundations, the federal government, and other governmental agencies should provide massive support.

Howard—a complex university with a wide range of professional schools and graduate curricula leading to the Ph.D. degree—small, struggling, unaccredited church-related colleges, and non-regionally accredited state-supported colleges in Alabama and Mississippi are examples of the quality range existing among the colleges studied.

The report states that although the Negro colleges and universities include less than 6 per cent of American institutions of higher education and their enrollments comprise less than 3 per cent of all college students, these colleges serve over half of all Negroes attending the nation's institutions of higher education. The rate of change during the past ten years would suggest that in the immediate future no major alteration in the pattern of distribution is forseeable.

In the background for the study McGrath quotes from Freda H. Goldman and Marion Wright that the Negro community "for as long as any of us will be alive" will have to rely on these colleges for most of its educational needs. It may also be true, however, that being closer to the problems of Negroes and more experienced in dealing with them, they may already have established patterns that give them a kind of advantage, psychologically and organizationally, for the huge job that needs to be done.

The report repeatedly states: "On any measure of faculty competence, library facilities, salaries, physical equipment, and a host of other characteristics, the predominantly Negro institutions run the entire gamut from the highest to the lowest. When compared with the predominantly white colleges they can be matched institution by institution."

The lowest ranking of these institutions is related to the lower income segment of the society which they serve. They must charge less and, with rather limited endowment and current gifts, they cannot compete for faculties and facilities.

Further, the students who enroll in these colleges have come from the poorer states and the poorest public schools. They have lived outside the cultural mainstream and have suffered in educational experiences.

Much of the college income in these institutions must be spent on remedial programs. These are divided into special courses, intensified sections of regular courses, tutoring, clinical work, and a reduced schedule of instruction. Unless five-year college programs are involved, one would have to assume that these students are either more gifted and more highly motivated than the average college student, or that they cannot catch up to on-level expectancy in a normal college career.

MC GRATH suggests that more of the private Negro colleges should attempt to develop graduate programs. One finds it difficult to understand how this could be readily accomplished in light of the very meager library holdings and limited faculties in those private colleges that are not already involved in graduate work. Perhaps the suggestion is made in the hope of improving the training of teachers. But teacher-training in the quantities required must be conducted in institutions with large enrollments or it will not be accomplished at all.

McGrath's conclusion is that "The predominantly Negro institutions are attempting to serve the nation as best they can under serious handicaps. Their plight is not unique, since other American colleges have had and have overcome similar problems; but notwithstanding the higher quality and the promise of a few institutions of higher education the inadequacies of the group as a whole are ominously serious. Today the world measures a civilization by its treatment of all its citizens, particularly its minority groups. The United States is now inexorably judged by its treatment of its Negro citizens. The status of those citizens in our society will in a large measure be determined by their educational advantages. Equity and prudence require that the door of education in the predominantly Negro colleges be thrown wide open to all and that the education they provide match that available elsewhere in quality and variety."

The study is not only useful; it is indispensable for an understanding of the problem of higher education for Negroes in America.

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Professors' Revolt

Continued from page 61

critics on the campus. "These fellows make an awful racket, a lot of noise," says Professor David N. Rowe of Yale University. "But they are in an absolute, unmitigated minority." Supporters of the teach-ins are not disposed to argue about numbers. Professor Kaufman says, "We don't know and they don't know how many of us there are. What is perfectly clear is that we have the support of a substantial portion of the academic community." On some campuses, counter-petitions supporting American policies have attracted many faculty signatures, but no counterpart to the teach-ins has been developed.

The extent of student involvement in the teach-in movement is also debatable. Audiences have been large, and student committees have been organized to support the professors, but active participation has been limited, in the main, to the small nucleus of campus militants spearheaded by the organizations of the "new left." Some 15,000 students marched in Washington on Easter weekend to protest United States policy in Vietnam, but even among these youngsters many are impatient with academic tenor of the teach-ins. Professor Barry Commoner of Washington University, St. Louis, a teach-in supporter, comments: "A lot of the kids aren't really content unless they have a chance to chain themselves to a fence and bear personal witness."

The teach-ins are, first and foremost, a professors' movement, and they have been characterized, in the words of one sponsor, by "professorial inefficiency." No central organization has coordinated the effort, and the format has varied widely from campus to campus. Some teach-ins have been rough-and-tumble affairs: Roving Ambassador Averell Harriman was booed at Cornell University; Deputy Assistant Secretary of State Leonard Unger was hissed on the Buffalo campus of the State University of New York; a government "truth squad" was heavily heckled at the University of Wisconsin. Other teach-ins have been scholarly and decorous to the point of tedium, striving for carefully balanced presentation of pros and cons. McGeorge Bundy said arrangements for the national teach-in were "fair to a fault." There were some boos and hisses at the Washington demonstration, and a few extravagant comments from the floor, but the general mood was academic. Many notebooks were in evidence, and no placards.

Though the teach-ins appear to be veering from one-sided presentations to full-fledged debates, not all supporters feel this is a laudable trend. Professor Kaufman of Michigan, for one, says the notion that the government's point of view must be presented at a teach-in is "bizarre." The Administration already has a near-monopoly on presentations in the major media, he believes, and the prime function of the teach-ins is to provide a forum for dissent. "Opportunities for expressed dissent," he says, "are the highest form of cooperation in a society."

To organize the national teach-in, the Inter-University Committee for a Public Hearing on Vietnam was hastily organized, with members of the original Michigan group as its nucleus. The committee worked frantically to bring the meeting off, and felt afterward that it was "a major success." At a total cost of less than $30,000—raised by contributions from professors and students—the professors focused national attention on their protest. Predictably, they failed to come up with a consensus of their own—an alternative policy for the United States. Predictably, too, they did not form a permanent organization, agreeing only to let an *ad hoc* committee conduct further discussions on ways of continuing and extending the protest.

NONETHELESS, they view the movement as a potentially formidable force. Professor Marshall Sahlins, another member of the Michigan group, sees it as "a breakthrough toward development of a public forum in which dissenting views on foreign policy can be expressed." Other professors are describing the teach-ins as a sort of "loyal opposition" performing a critical function that Congress has failed to exercise.

Can the teach-in movement maintain its momentum now that the academic year is drawing to a close, or will the sound and fury soon be forgotten? Government officials—especially those who have been torn from their desks to tour the country as "truth squads"—are hopefully looking forward to a long, cool summer. President Johnson is stressing his interest in "unconditional discussions" and economic aid for Vietnam. But the teachers-in are not satisfied, and they say they will not be vacationing this summer. Now that they have found their voice, they will not necessarily raise it only in teach-ins or only about Vietnam.

It may be, as Arthur Schlesinger quipped at the national teach-in, that "what this country needs above all is a good night's sleep." But it may also be that Schlesinger sounded a prophetic note when he said, "These things, having started, appear to have gained a life and momentum of their own."

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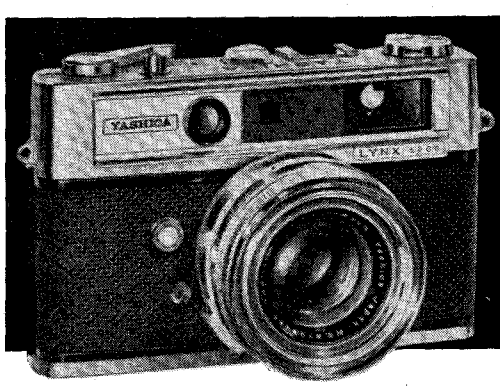

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Continuing Change

Continued from page 56

developing effective curricula requires a variety of talents—those of scientists, scholars, researchers, artists, evaluation specialists, and full-time teachers. The laboratories will provide the setting in which these talents can be brought together with long-term financial support.

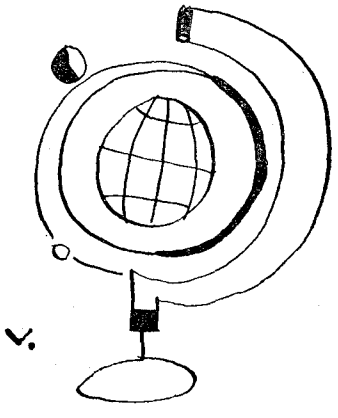
Laboratories will be closely associated with the educational system at all levels —state departments of education, colleges and universities, local school systems, and community cultural programs. These associations will give the laboratories access to the necessary variety of talent and also will provide the mechanism for developing and testing innovation in the actual classroom setting where it will be used. The Act authorizes the building of experimental schools and the redesign of existing schools for research purposes as part of the laboratory program. Children in these experimental schools associated with the laboratories will be taught with the best that research and development has to offer, and will at the same time provide the continuous feedback and evaluation so necessary to constant educational improvement. Furthermore, close associations with schools and school systems will offer an extensive means for wide-scale field testing and later demonstration of the effectiveness of tested techniques and programs.

Involving teachers in the process of innovation goes hand in hand with the development of new materials and techniques. Teachers bring to the development process first-hand knowledge of children. Furthermore, it is the teacher who must use the products of innovation —he must understand how to use these products, but more than this he must willingly accept continuous experimentation and innovation in the system in which he operates.

This means that the problem of preparing more teachers (nearly 2,000,000 more during the next decade) is compounded by the necessity to give preservice teachers new kinds of preparation and also to involve inservice teachers in the process of innovation. Laboratories will be able to contribute to this effort through their experimental schools as well as through local school systems. They might also develop new materials for preparing teachers and for teachers of teachers. Laboratories would also have facilities for training research workers and for creating new types of talent required by new approaches to educational innovation.

Implicit in the concept of the laboratories is the importance of dissemination. In the context of educational innovation, dissemination means more than merely "spreading" information. Effective dissemination must make innovation available in forms that will be understood, accepted and used—and it must be integrally related to the process that brings about understanding, acceptance, and use. Its most important medium would seem to be the training of teachers.

Despite this rather detailed account of what a national educational laboratory might look like, the laboratory concept is a flexible one. There is no rigid formula as to what must go into each laboratory. The needs and resources of various regions of the country differ and groups setting up laboratories must be allowed freedom to come up with individual solutions. Neither will the new laboratories take over the whole role of educational improvement. The creation of a national network of such laboratories is a massive



but necessary task and it may well be that only a few such new institutions can be started the first year. Even so, "growing point" activities should begin as soon as possible in every part of the country.

It may be that the progress we see coming out of this new organization for educational innovation is an illusion because problems replace each other as fast as solutions are tried. On the other hand it may be that the truly progressive educational system is the one that always has before it a full agenda of problems requiring thought and action. In any event, if the new laboratory program is to succeed, there are certain conditions which will have to be met.

First, the laboratories must continue to confront the same educational issues over a long period of time, keeping at the task even after early solutions are found, tested, and diffused. New and better ways to learn, from infancy through the life cycle, should be the central concern of the laboratories. To service this concern the labs must rely on a good many people already doing other important things—scientists, mathematicians, humanists, historians, economists, social scientists, linguists, musicians, artists, writers, teachers, and administrators. It will also require a major effort at organizational innovation and new relationships among federal, state and local educational agencies. New partners such as industry and the private research sector must be added to provide the unique public-private partnership that has characterized all of our other national endeavors.

Growing out of this condition is a second one and that is the need to recognize and preserve in a healthy state the federal-state-local balance in education. Questions of the legitimacy of federal involvement in education are fast disappearing. What remains seems to be the necessity of defining the extent and nature of governmental responsibility for educational well-being. Even at this time, when concerted efforts are being made to bring all of the resources of government into a war on poverty and ignorance, the argument is not whether all Americans are entitled to quality education, but whether the powers of the federal government should be used to identify and correct educational imbalances. The laboratories should offer a new medium for federal concern and funds for educational improvement to work in harmony with the local educational agencies that deal with the individual learner directly.

Finally, an important condition of progress would seem to be the maintenance of a balance between quantity and quality in education. Providing full access to learning opportunities has been a recurrent theme in American educational policy. Recent experiences with the disadvantaged and the disenfranchised learner have heightened this concern and placed new emphasis on mass education. The proportion of Americans who will want more education in the future is certain to grow. But as more millions jam the schools, and schools demand more teachers, more books, and more courses, there is danger that quantity will overwhelm quality. Obviously progress does not consist merely in increases in production of books, teachers, and courses per capita. Increasingly, the schools, educational planners, and the public will want answers to the major educational question of our time, "What shall we teach and to what end?"

As the laboratory program grows, it will have to be receptive to innovation as well as foster it, and we can only imagine what it will look like even five years from now. Each laboratory, as it emerges, should be allowed to define itself. Each must be marked by an amplitude of view and resources. Collectively, they are likely to lead American education a long way down a road that so far has been scarcely traveled.

LITERARY I.Q. ANSWERS

1. Avid diva. 2. Made Edam. 3. Not a ton. 4. Lever revel. 5. Lap pal. 6. Drab bard. 7. Regal lager. 8. Wet stew. 9. Sward draws. 10. Salad alas.

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Classroom Revolution

Continued from page 54

to a gadget or a gimmick which is somewhat unusual compared to their traditional classroom experience? What is the underlying logic of a sequence of experiences, and how rigorous is the evaluation of this sequence? We cannot build a curriculum on top of a series of relatively unconnected experiments which lead to a supposed learning. The "gee-whiz" reaction simply is not enough.

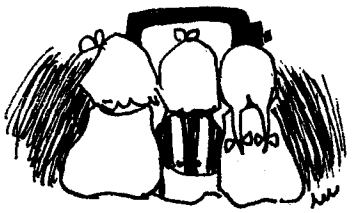
In a sense, what I am asking for here —surprising though it may sound—is more scholarly rigor in the whole process of curriculum development. Ironically, many scholars involved in the process have been remiss in the extent of their self-criticism. All too rarely have psychologists and sociologists been included. All too rarely has some kind of systematic curriculum evaluation been built in. All too often have experiments been carried on with highly motivated children in highly ideal surroundings, and the merit of the curricula has been proclaimed on the basis of the successful reactions of a very small sample. This kind of sloppy work in curriculum development is tolerated by many scholars who would not tolerate it in their own disciplines. While rigor needs to be brought into this whole process, I am not suggesting that the state of the art allows us to button up every point. I am merely saying that we need intellectual honesty and humility as well as enthusiasm. We cannot be carried away by the inherent excitement of the process of education and the process of teaching. Curriculum developers and the children they teach deserve better.

A final concern is that our efforts now embrace all the subjects of the curriculum and, indeed, even the extra-curriculum. Curriculum development up to now has largely been in mathematics and the physical and social sciences. Lying before us are the vast areas of the humanities, and the attack on their reform must be cast in a very different way than the attack on the sciences. The state of the various disciplines which make up the humanities is far more chaotic than was, let us say, physics in the 1950s. Further, there are important areas of the curriculum which need radical revision, areas such as those now gathered under the somewhat unhappy title "vocational education," and other subjects such as health education and civic education. We must look at the entire curriculum of a school. We must, however, still look intensively at the nature of individual disciplines, at the nature of the humanities, and sort out the particular problems in those fields as well as seeing how they link with others. What, for example, is "English"? Is it rhetoric? Grammar? The appreciation of literature? The reading of business letters? The study of logic? The study of social issues? The debate of social issues? The wrestling with one's own soul and the playing out of one's deepest thoughts in speech and upon paper? Social history? The study of great authors and great men? Unfortunately, English, as taught in schools, tends to be all of these and none of these. Radical review is necessary. And what I have said about English applies as well to music and history and the visual arts.

Vocational education presents a new set of problems, and in any discussion of this area we must work very closely with the economists. It is not enough to lay out courses of study; we must attempt to identify curricula appropriate to the nation's as well as the individual's needs. Among other things, this means identifying national and regional labor patterns and determining the speed with which jobs seem to be changing and new skills are in demand. It also means fundamental study of the idea of "general" education for certain kinds of vocations. No area of the curriculum is so clearly inefficient, and in no area of the curriculum will radical reform be as difficult to carry out. Intransigent interests here are deep.

And finally, the extra-curriculum. In our study of the school as a whole, we must look at problems in character development and at the relationship of children with one another and with the adult world. Many of these issues are not effectively taught in any formal sense. They are probably best taught by example, by the way a school is organized and how it administers its own kind of justice. A great deal of work needs to be done in these areas, work of an unsentimental and rigorous kind. We greatly underestimate what James Coleman has called the "adolescent society," and we must learn to capitalize on it within our schools. We fool ourselves by thinking that what teachers teach is all—or even most—of what children really learn.

In sum, while the curriculum development movement represents a great step forward in American education, it is at a stage now where it runs the risk of becoming uncritical. This would be unworthy of its excellent beginnings. The leaders must recognize that there are new steps to be taken, and they should take them with the kind of vigor which marked their start in the middle of the last decade.



ETV in Samoa

Continued from page 59

year had begun. By that time, Bronson—now one of the prime movers of the Samoa ETV idea—had hired six ETV teachers and thirty-two technical personnel. He made it clear that their goal was to eliminate their own jobs by training Samoan understudies who will someday take over the operations.

Samoa's ETV system differs from the more than 100 ETV stations in the U.S. today in that it provides the core rather than a supplement to the local educational effort. Its purpose is to educate not only children but also teachers and, eventually, adults.

Although television teaching in Samoa totally amounts to only two hours a day, all instruction revolves around that teaching. Lessons, developed at the broadcast center by stateside teachers working with Samoan understudies, are sent to each classroom teacher several days before the telecast. Stateside principals who live at each consolidated school advise their classroom teachers how to prepare for the telecast, what to watch for, and how to follow up after the televised portion of the class is over. Samoan vice principals at each school are responsible for paper work and related administrative details.

Oral English has been the cornerstone of instruction in all of American Samoa's schools since 1962 and especially since the establishment of ETV. Reading and writing in Samoan is taught only in the first and second grades on the principle that Samoan youngsters should become literate in their own language before learning another.

The backbone of the oral English instruction is a series of drills designed to aid the Samoan child in pronouncing sound combinations and speech rhythms unfamiliar to his native language. This is accomplished through a philosophy of linguistics called the Australian Method, fostered by George Pittman, a lecturer at New Zealand's Victoria University and now a part-time consultant to the Government of American Samoa.

Pittman's philosophy is based on what he calls a reversal of the standard process of teaching language. "Normally, when you start a child in school you are concerned with literacy," he says. "What we're trying to do here is put language into the child's mouth first; literacy comes later."

The Australian Method was founded in 1950 when Pittman and his staff of 150 were trying to give European immigrants in Australia a quick, fundamental knowledge of English. Their starting point was extensive oral drill based on easily understood situations which could be created in a classroom.

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In Samoa, these exercises have been adapted for television use.

For example, the ETV teachers spend several minutes of each class leading youngsters in responsive drills such as the following:

Teacher: "*This* is a bottle."
Pupils: "*This* is a bottle."
Teacher: "*This* is a bottle."
Pupils: "*This* is a bottle."
Teacher: "*These* are bottles."
Pupils: "*These* are bottles."
Teacher: "*This* is a bottle."
Pupils: "*This* is a bottle."
Teacher: "*These* are bottles."
Pupils: "*These* are bottles."

Even more basic are twice-daily sound drills in which Samoan children repeat certain English-language sounds which are foreign to them. Examples: "th" as in "the"; "zz" as in "is" or "nose"; and most difficult of all, "i" as in "it" or "is." ETV teacher David Lommen, one of the drill leaders, found that he became an overnight celebrity among the Samoan school children; whenever he visits a school he is mobbed by giggling youngsters who hop and dance behind him, chanting: "thhhh–zzzzz–thhhh–zzzzz."

As of April, eight of Lee's fale-style school complexes were open and receiving ETV; the rest of the twenty-six consolidated schools will be open to all of American Samoa's 5,500 elementary school children by this fall. Meanwhile, Lee is already working on an ETV plan for high school use: Congress, impressed with the progress and promise of the initial ETV system, appropriated an additional $985,000 in February of this year for three channels of Phase II, which will be started this fall in Pago Pago High School and two new high schools now being built.

THE new high schools, designed by San Francisco architect John Lyon Reid, are as new in design as ETV is to Samoa. One will be located in the Manua group of islands, sixty miles east of Tutuila, and the other is being constructed on Tutuila in the village of Leone, fifteen winding miles by road west of Pago Pago.

Movable redwood partitions, suspended from the ceiling, will provide up to six changeable classrooms in the new high schools. A center room, under the loft, will be used for conferences and storage. Television sets with low-level speakers will be placed in each room, enabling the classes to use open space with minimum distraction. Redwood ceiling baffles will help control sound.

So far, no one in the high ranks of the Department of Interior is less than pleased with the progress of Lee's ETV dream. And for the Samoans, the novelty has not worn off even after eight months of operation: school children are still just as entranced with the magic box as they were last fall. Meanwhile, Lee is giving careful doses of ETV to adult Samoans as the incipient stage of a planned adult education program. Since last November, travelogues, syndicated educational films, and even occasional feature movies have brought standing-room-only crowds to the school fales at night.

The significance of American Samoa's ETV system is evidenced by the fact that it is being watched closely throughout the world—especially in the South Pacific—as the most practical and effective way of educating people where there is a tragically short supply of good schools and good teachers. The system has been studied by UNESCO, the World Bank, New Guinea, New Zealand, India, Guam, Western Samoa, Tonga, and the Trust Territories. Tests will soon be made in the Tonga chain, which begins 180 miles to the south, to determine whether the signal can be received there. Reception in Western Samoa, eighty miles to the west, is excellent and Lee has made it clear that the broadcasts are free to anyone who can receive them.

So far, ETV in American Samoa seems to be producing the sudden and explosive upgrading in education that it was intended to do. But no experiment is complete without an evaluation, and the NAEB is currently negotiating with educators at the University of Pittsburgh and the University of California at Berkeley to conduct a long-term study—lasting perhaps over a decade—of the island territory's educational system.

Lee claims he will never really know the effectiveness of the television idea until the study is completed—probably not before the present first-graders are in high school. But he is clearly happy about the short-term results: absenteeism has dropped sharply, children are more attentive than ever, and, for the first time, Samoan parents are taking an interest in having their children learn English.

By anyone's standards, that's the most encouraging thing to happen in American Samoa in the last sixty-five years.

Citizenship Program

Continued from page 63

critics also fear independent programs might eventually compete with and hurt presently successful ventures.

Beneath this, of course, is another question: How far would the college administration let the students go? So far they have had perfect freedom to develop their projects as they see fit. But if they should start setting up tenant education and community action programs in the Morningside area, as some have tentatively suggested, they are more than likely to cross paths with the university's expansion program.

All this is a far cry from the attitude met with when the Citizenship Program was first suggested ten years ago. At that time faculty and students both put it down as "too idealistic." Nonetheless, cautious beginnings were made in 1957. But it wasn't until 1961 that the program felt its first vital spurt of growth. The attitudes of the nation were changing then with the beginning of the Peace Corps and the new militancy of the civil rights movement.

In the same year that the Citizenship Program sprang to life, the Columbia student body voted to abolish student government. The two events were not related in any way except by inference. "We've moved into a new phase of campus extracurricular activities," said Mr. Lee. "Students are no longer content with 'mickey mouse' campus politics. They want to be involved in the real world."

The students avow that this is true. When asked why he joined the Citizenship Program, Howard Matz said, "Because of the ideals it represented and the challenges it offered. The Program has room for imagination and ambition and it gives you responsibility early in the game."

Young men and women across the nation with similar ideals and energy are setting up their own citizenship programs, albeit on a smaller scale than Columbia's. The Columbia program has been a direct model for two—at Allegheny College and at Texas Christian University. Increasingly, classroom education is not enough for either the students or the administration that plans their education. As David B. Truman, dean of Columbia College, has said, "Living here and coming to know New York City, these students are learning to know the society in which they will spend their lives, almost wherever they may live. Whether they stay in New York, or whether they go elsewhere, they are prepared as they could be by no other experience to respond to the challenges of an urban society with vigor, with poise, and with compassion."

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Who Speaks?

Continued from page 66

tions is to determine what organization, if any, the teachers as employees wish to have represent them. It is not to determine what organization, if any, the school administration—the employer—wishes to have represent the teachers. If school boards or administrators are permitted to decide whether an election is desirable, who is eligible to vote, when and where the voting is to take place, what kind of majority is required for recognition, and other issues pertaining to the elections, there is the practical certainty that many school boards and administrators, with the purest of hearts and cleanest of hands, will resolve these issues to suit their own wishes instead of to arrive at an informed decision of the teachers.

The issue is not whether school boards can be trusted. It simply does not make good sense to permit employers to control procedures so vital to effective representation of the employees. The elections should be regulated by state agencies that serve the same functions for teacher representation elections as the NLRB serves for employees in private employment.

In some representation elections, the school boards were partial to the AFT local and the local associations were unfairly disadvantaged by the election rules. Nevertheless, the NEA and its affiliates have not been greatly concerned about the need for impartial supervision of the elections, probably because its local associations can typically expect the utmost consideration from the school administration. However, NEA publications do emphasize the dangers of using "labor channels" and the need for "educational channels" in resolving impasse situations. Although "educational channels" are not defined further, they are commonly interpreted to mean the state departments of education. This position must be examined closely.

Most states are not going to fragment the authority required to ensure effective employee relations in education. They are not likely to give one agency authority to regulate teacher representation elections and another one authority to act in impasse situations. Furthermore, state legislatures must regulate many kinds of public employment besides teaching. Just as they will eventually mandate fair elections, good faith negotiations, and effective impasse procedures in education, they will eventually mandate these things in most other kinds of public employment and in private employment subject to state regulation. Under these circumstances, should the legislatures place the governmental responsibility for these objectives in the state labor agencies, in the state departments of education, or in some other agency?

Some educators fear that state labor agencies will be prejudiced in favor of AFT locals and of "labor precedents" that should not apply to education. Even if these fears were justified, which is doubtful, they would hardly justify having the state departments of education regulate employee relations in education. Most state department of education personnel are members of their state association and the NEA. To give such personnel authority to supervise representation elections would be like staffing the NLRB with members of the AFL-CIO and then authorizing such persons to set the election rules between the AFL-CIO and rival organizations. State departments of education were not established to regulate collective negotiations and typically have no personnel trained and experienced in even the most rudimentary aspects thereof.

If state departments of labor would be biased in favor of AFT locals, the answer is not to assign their usual responsibilities to agencies typically staffed by association members. In Minnesota, there has been an AFT local composed of state department of education personnel for many years. It would be just as unfair to give this state department of education jurisdiction over representation elections and impasse procedures as it would be to give it to a state department staffed by NEA members. Teachers and teachers' organizations are entitled to impartial procedures and administrative agencies. They are not entitled to any more or to any less than this.

The state agencies established to supervise teacher representation will impose restrictions upon administrative freedom to influence such representation; similarly, most states will mandate some type of impasse procedure. Eventually negotiations will be conducted at the state level and we will scrap our present anachronistic state legislation concerning conditions of teacher employment. Instead of a state minimum salary law, there will be a state-wide agreement on minimum salaries, with schedules above the minimum to be negotiated locally. Pensions, health benefits, vacations, tenure, and other conditions of employment will likewise be covered by state-wide agreements instead of state-wide laws. These agreements will be negotiated by the state teachers' organization and a state executive, such as the chief state school officer. Meanwhile, on the organizational side, there will be substantial increases in full-time staff and negotiations will be increasingly handled by experienced organization staff instead of by classroom teachers.

Finally, the rivalry between the NEA and AFT is rapidly becoming extremely

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expensive for both organizations. The representation elections alone are consuming millions of dollars and enormous resources of time and energy that are desperately needed to advance the common objectives of both organizations. Since this situation is likely to continue as long as there are competing organizations, what are the chances for a merger?

My belief is that the situation is largely open-ended at this time. There could be a merger within three to five years, or there could be a continuation of the present stalemate for decades. The chances for a merger are better now than they have been for many years, but we still lack the organizational and programmatic basis for merger. I am not referring to who gets what job or title in the merged organizations. This would be the easiest part of the problem. The basic difficulty is what should be done about administrator and supervisor roles in teachers organizations. The AFT's affiliation with the AFL-CIO will not be an insurmountable obstacle to merger, and in my opinion, it might not even be a major one, if the other issues were resolved adequately.

But if a single organization emerges, it should also be characterized by safeguards for individual members against organizational tyranny. It is ironic that there are better safeguards to protect individual members in organizations of private employees than in either the NEA and the AFT, both of which lack genuine safeguards for the rank and file.

The fundamental point is this: There should be effective organizational means for disseminating points of view which conflict with those held by organization leaders. Such means must not depend upon the largesse of the individuals in control of the organization at any given time. They must be institutionalized. For this to happen, there must be the equivalent of political parties operating effectively within the organization. Without this, it would be better to have competing organizations. The point is not that organizational conflict should be abolished. Rather, such conflict should be institutionalized so that it is effective and constructive. I prefer to institutionalize conflict within a single organization than to have two competing organizations, especially if the latter have no safeguards of their own to protect their members from the organizational machine or to ensure dissemination of minority views within the organization. However, merger of the NEA and the AFT would be even worse than the present conflict if merger resulted in a single organization without effective mechanisms to protect members from organizational abuses or to disseminate criticisms of incumbent organizational officials or established organizational policies.

Editorial

Continued from page 26

military intervention, then what is there to prevent the entire world from being fenced off into regional military spheres, with large nations openly dominating vast areas, by military or other means? One of our main reasons for going into Southeast Asia in general and Vietnam in particular was to keep the entire area from being dominated by Communist China. Yet by upholding a regional unilateral role for ourselves in the Dominican Republic we define a role for Communist China in Asia and contradict the basis for our own presence there.

The impression grows that American foreign policy lacks a clear and unifying principle and contains more elements of improvisation than the security of the nation can afford or the safety of the world can sustain. And if it should be said that such a unifying principle does in fact exist and is represented by our determination to resist and throw back any advance by Communism, the reply must be that this policy has not been singularly successful. The bombing of North Vietnam has actually had the effect of strengthening popular opposition to the United States; the attacks of the Vietcong have been stepped up; and Communists throughout the world have been given a propaganda weapon against us more potent than any they have employed so far. And, while the situation in the Dominican Republic is vastly better than it was a few weeks ago, the effect of our military intervention in the rest of Latin America, according to competent observers, has been to enlarge the role of Communist leaders as champions of national independence and as hate agents against the United States.

The struggle against world Communism will be difficult and largely meaningless until we translate democracy into a clearly understood and dramatic ideology that ties individual liberty, national independence, and social justice together into a coherent and workable whole. And we will never have a truly unifying principle for our foreign policy until we define, pursue, and advance the principle of world law through the United Nations.

The twentieth anniversary ceremonies of the United Nations in San Francisco provide President Johnson with a magnificent opportunity not just to restore American hopes in the U.N. but to redefine our foreign policy with the United Nations as the major element. The full weight of this country should be put into a world-wide effort to save the U.N. and make it relevant and effective in those matters concerned with the common safety and betterment of the world's peoples. —N.C.

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MAINE, N.Y.—Spacious lakeside estate, 5 bedrooms, conveniences, boats. August 1st. Box N-372.

(Continued on page 78)

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HOUSES AVAILABLE

(Continued from page 77)

For Summer Rental

BERKSHIRE HILLTOP near Tanglewood. Splendid views, seclusion. 1 bedroom farm cottage, conveniences. Woods, stream. $175 month. Box N-92.

POCONOS—Looking for a cool, secluded spot? A 3 room housekeeping cottage—fireplace. Private estate—for discriminating adults. Bond Brook, Brodheadsville, Pennsylvania.

PUTNEY, VERMONT. Charming Colonial. 4 bedrooms. June 15th to Labor Day, $750. July-August $600. Box N-304.

WESTPORT, CONNECTICUT: Original furnished 3 bedroom house, meadowed hill above swimfish river. Beach 10 minutes. June 29th-August 17th. $900. SR Box N-405.

LONG ISLAND. Gracious large house with grounds. Near beach, tennis, golf and the Fair. August $400. Box N-320.

HISTORIC WILLIAMSBURG, Virginia. 7 room house. $115 weekly. Box 6091, Winston-Salem, N.C.

VINALHAVEN ISLAND, MAINE—Charming summer house, modern conveniences, fireplace. Sleeps 4. Overlooking ocean. $300 monthly. Box N-378.

HOUSEKEEPING COTTAGE in Sandgate, Vermont. Beautiful views of Green Mountains, quiet atmosphere. Rent by week, month or season. Write Mrs. L. Ondrejka, 1768 Bellmore Avenue, Bellmore, N.Y.

BERKSHIRE FOOTHILLS, cottage on 300 wooded acres. 2 large rooms, kitchenette, bath. Adults. $200 monthly. Mrs. Robert Linscott, Williamsburg, Massachusetts.

TWO BEDROOM HOUSE, modern utilities. Private mountain lake. 1½ hours west of Manhattan. Box N-366.

STOWE, VERMONT—Small house on hill. Wonderful view. All facilities. August $175, August-September $250. Thorndike, 212-MU 2-6550.

RUTHERFORD, N.J. 3 bedrooms, beautifully shaded street. 15 minutes Times Square. July, August. $475. Box N-361.

ROOMY CAPE COD house of unusual charm overlooking the sweep of Little Buttermilk Bay. All modern conveniences. Private beach. Long season. Mrs. H. G. Ingersoll, Buzzards Bay, Massachusetts.

MAINE—Downeast coastal. Modern 4 bedroom on 6 acres. Grand piano. July, August, $350. Box N-411.

HOUSE WANTED

RETIREMENT HOME, modern, attractive. Orlando, San Antonio, Tucson, Frisco, Guadalajara areas only. July inspection. Box N-406.

HOUSES FOR EXCHANGE

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write Box 555, Grants, New Mexico.

APARTMENTS AVAILABLE

For Summer Rental

ATTRACTIVE SAN FRANCISCO flat, Bay view. 4 bedrooms, furnished. Pacific Heights. July, August $250 monthly. Box N-373.

MANHATTAN, EAST 70s. Cool, civilized living for large family. References. Box N-351.

APARTMENT WANTED

INTERIOR DESIGN PROF seeks sublet 1½-2½ apartment East Side Manhattan September. Box N-362.

PROPERTY FOR SALE

BEAUTIFUL VERMONT. A few well-chosen locations bordering small highland lake. Magnificent views. Ideal for four seasons or year-round homes. J. H. Macleod, Wallingford, Vermont.

ADIRONDACK HOMESITES. 100' lakefront by 400' deep. Boating, fishing, hunting. Clean air and water. Established community. Box N-391.

NORTHERN VERMONT. Tree farmers again offer incidentally acquired houses, lots near lakes, brooks and skiing; timber tracts for recreation and investment. For Brochure write Box M-831.

STOWE, VERMONT—Real Estate. All kinds of property. Garland Agency, Robert Garland, Broker. 802-253-7242.

BUSINESS OPPORTUNITIES

MAINE BOOKSTORE. Stationery, gifts, etc. $100,000 annual sales. Good location, long lease. Price $24,999 plus inventory. Box N-355.

CAMPS

IDEAL FOR FIRST TIME CAMPERS: Appel Farm Art & Music Center for Children. Elmer 24, New Jersey.

2 WEEKS $95—famed Long Trail Camp for boys and girls 6 to 16 in Manchester, Vermont. Sports, Arts and Crafts, Trips. Mature, experienced staff. All inclusive. 32nd year. SITA, 50 Rockefeller Plaza, New York, N.Y. 10020. Phone 212-265-7070. Evenings: 914-WI 4-9477.

STONEGATE MUSIC & ARTS CAMP on Long Lake, N.Y. Coed. Specialties include theater, dance. Full sports. NYC office: 342 Madison Avenue. TN 7-6690.

RETIREMENT LIVING

WILL YOUR RETIREMENT be a pleasure . . . or a problem? All of your retirement needs can be provided at CRESTVIEW CLUB APARTMENTS. The newest, most carefully appointed apartment-type building in the eastern United States for those 60 years and over. Located in suburban residential Toledo, Ohio, near shopping, with good transportation. Meals, services, and guaranteed life care if and when needed for reasonable monthly fee. For full information on life lease program, write: Resident Manager, 5330 Harroun Road, Sylvania, Ohio. You will enjoy freedom, friends and fine food at CRESTVIEW.

ADD MORE LIFE to your retirement. Investigate romantic Guadalajara. Best climate this hemisphere—culture and beauty abound. Lower living costs; medical plan; moderately priced homes starting at $6,900 and up. Box L-100.

VACATIONS

"GET AWAY FROM IT ALL" to relax in the quiet friendly charm of 'TWEEN WATERS INN, Captiva Island off Ft. Myers, Florida. Enjoy excellent fishing, world-famous shelling beaches, national wildlife refuge. Call 813-GR 2-3911 or write Box 196S, Captiva, Florida.

LAKE SHORE FARM—Informal family vacations, meals served family style. Northwood, N.H.

SERENE, SECLUDED, HILLTOP-HIGH, one of Vermont's finest inns: stately spruce, rolling meadows, distant views from a breezy terrace; ideal for sitting and sunning, reading and writing. Marlboro Music, golf, tennis, swimming and riding nearby. Spacious lounges and rooms; imaginative cuisine; friendly, informal atmosphere. From $55 weekly, American. The North Wind, Wilmington, Vermont. Jack and Marylou Taylor.

FETZER'S GUEST FARM, New Hope, Pennsylvania. Organically raised vegetables, meats, home baking. Filtered pool, tennis, rooms with private bath and semiprivate. Bucks County Playhouse, Music Circus. Folder. Telephone 215-862-2630.

MAINE'S MOST COMPLETE lodging complex on beautiful Rangeley Lake, Rangeley, Maine. Inn, Motel, and Camps. 100% pollen free. Ideal for vacations. For reservations call 207-864-3341.

COLONIAL LONG ISLAND, at Amagansett. The Ocean Dune Apartments offer luxuriously furnished, charming 2 and 4 room seaside suites with kitchenettes, daily maid service, private sun decks, swimming pool, private ocean beach, golf privileges. Rates and Brochure: 516-AM 7-3406.

VACATIONS

SEPTEMBER IN COLORADO. Sparkling Indian summer days, golden hillsides, snow-crowned peaks. Can you come? Snowmass Lodge Guest Ranch, Box D-802, Aspen, Colorado.

MANHATTAN Special Vacation. $75 week. SCHOLA, 353 West 57th, NYC 10019.

PROSPECT HOUSE. Hotel-Motel-Golf Club. Enjoy the cool, gorgeous Vermont lakeside setting near Rutland (opposite Alexander Woollcott's Island). GOLF, fishing, safe beach, boating, riding, tennis, dancing, movies, special events. $65-$93 weekly. The Charles Bakers, Hosts. Write, Color Folder. Box 90-G, Lake Bomoseen, Vermont.

CONNECTICUT'S CHARMING SHORELINE. Cultural attractions. Cool, restful surroundings. Delectable food. American Plan. Weekly. $64 to $72. Brochure. Elm Terrace Lodge, West Haven, Connecticut 06516.

WHITNEYS' . . . Charming Inn off beaten path. Rooms, Cottages, Motel. All seasonal sports. Famous food. AAA. Open most all year. Folder tells all. Bill & Betty Whitney, Jackson 10, New Hampshire.

BACK LOG CAMP, on Indian Lake, Adirondacks, New York, attracts those who love the unspoiled wilderness and actively welcome escape from civilization's "advantages." July 2nd to September 4th. Reductions for families and longer visits. Brochure: Mrs. Henry J. Cadbury, Haverford, Pennsylvania.

CHAMPIONSHIP ROCKEFELLER GOLF COURSE opens December 1st. Reserve accommodations five minutes away. Summer or winter vacationing always best at The Waves, St. Croix, Virgin Islands.

MOOSEHEAD LAKE. Famed resort, inn and cottages at edge of the great outdoors. Golf course, fishing, water skiing. Delicious Maine food. Cocktail lounge. No hay fever. Informal. Moderate rates. Open year 'round. AAA. Squaw Mountain Inn, Greenville Junction 12, Maine.

UNSPOILED WOODLAND LAKES and streams in New Hampshire's last wilderness. Good country cooking—pleasant, quiet atmosphere. Fly in to remote areas. With meals from $9 a day. THE GLEN, First Connecticut Lake, Pittsburg, N.H. Tel. 5.

THUNDERBIRD—Family Camping. All land, water sports. Lake. Housekeeping, Guest Accommodations, Trailer Sites. Near Tanglewood. Box N-82.

FLORIDA KEYS—ISLAMORADA. Box 222R, Drop Anchor Resort Motel. Relaxed oceanfront tropical living. Efficiencies. Pool. Brochure.

QUIMBY'S CLUB AND INN—Opening late June—"Out of This World"—An uncrowded lake area—Vermont's Northeast Kingdom. Main lodge, recreation buildings for dining, sociability, entertainment. Rates include rooms or cottages, memorable meals, pleasing service, boats on two lakes, every water sport, real fishing, tennis courts. Saddle horses extra. Write for color folder, Averill 4, Vermont.

ISLAND VIEW HOUSE—Chebeague Island, Maine (Casco Bay). "Golf." Brochure.

VACATION on Webster Lake. Cottage Colony. Central Dining Room. Superior food. Golf nearby. The Log Cabin, West Franklin, N.H.

ESCAPIST'S ISLAND. Completely informal. Good table. Private baths. Interesting people. Scenery. Do nothing or bird, fish, sun, swim, snorkel, sail. Thousands of flamingos, reef fishes and breezes. Low weekly rates, air fares. Flamingo Beach Club, Bonaire 1, Netherlands Antilles.

BEDS TURNED DOWN EACH NIGHT. Beautiful eighteenth century New England inn in one of Vermont's loveliest villages. Old World charm. Gardens, tall trees, sweeping lawns. Advance reservations requested. Barrows House, Dorset 3, Vermont.

LAKE MICHIGAN VACATION ESTATE, concerts, resident artist, cottages, apartments, studios: 1,000' beach, pools, tennis, children's program. May-September. Sleepy Hollow, South Haven, Michigan.

BLUEBERRY HILL! June days! Nothing whatever to do. Lucullan food. The Mastertons, Brandon, Vermont.

LIKE A CRUISE on the ocean with none of the motion. A small, luxurious, quiet, scenic inn. Salt water pool. With or without meals. No liquor. Open now to November. AAA. Mobil Guide. Yankee Clipper, Rockport 3, Massachusetts.

PEACE—BEAUTIFUL NATURE—no TV, old-world charm, individualized meals, five guests. "House on the Hill," Worcester, N.Y. 607-EX 7-6218.

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VACATIONS

THE YODLER—18 holes championship golf, heated pool. Stowe, Vermont.

THE FLYING CLOUD—High in the Berkshires. Our guests say, ". . . the most restful and congenial place we know of." Close all cultural attractions. Championship tennis center. New Marlboro, Massachusetts.

SCHROON LAKE, N.Y. SILBERT HOTEL—heart of Adirondacks. Private beach, all sports, excellent cuisine, modern accommodations. Near Adirondack Music Festival. Other cultural activities. From $67.50 each, double occupancy.

PELICAN COVE MOTEL AND MARINA—Florida Keys. Immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle. Duncan Hunter, Owner, Islamorada. Phone 664-2811.

VACATION at The Cliff House & Motels. Quiet. Restful. Informal. Dining Room. Cocktails. Heated Swimming Pool. Golf. May 28th to October 17th. Ogunquit 5, Maine.

GREEN SHADOWS INN. Old Lyme, Connecticut. Quiet, country living. Rooms and cottages.

GOOSE COVE LODGE on Deer Isle, Maine. In East Penobscot Bay. Sailing, fishing, hiking and picnics. Trained naturalist for nature lovers. An artist's paradise. Write for brochure. Dr. R. A. Waldron, Owner-Manager, P.O. Sunset, Maine.

UNIQUE DEEP-WOODS LAKESIDE HIDEAWAY near Tanglewood. Rustic lodge, cottages, honeymoon cabins, outdoor music, unorganized activities, informal serenity. CHANTERWOOD, Lee, Massachusetts.

WINDHAM HILL FARM. West Townshend, Vermont. Quiet country inn—books—music—good food. Folder. Phone area: 802-874-5951.

SWISS RESORT. AAA. Nature, Peace, Beauty. Modern comfort; sports; Swiss cuisine; excellent library. Snowvillage Lodge, Snowville, N.H. 03877. Tel. 603-447-2818.

QUIET SEASIDE ROOMS with complete breakfasts. Red Inn, Provincetown, Massachusetts.

IN A RUT? Loafer's paradise! No honeymooners, teenagers. Mile to Pocono Playhouse. Pool, lake, lounge, dining room. WOODSIDE, Cresco, Pennsylvania.

PICTURE-BOOK VILLAGE *off beaten path. Relaxing historic Inn. Small-town events, country auctions.* Pool. 5 acre grounds, brook. Folder. The Tavern, Grafton, Vermont.

THE SEASIDE, on unspoiled Longboat Key. Florida. New year 'round family resort on private Gulf beach. Folder, rates upon request.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

THE IMPROBABLE INN for artists (and compatible personnel). Lodging, studios, one-world cuisine. $56 weekly. Bay Street Studio 333, Boothbay Harbor, Maine. Brochure!

HOTEL PLAYA MAZATLAN. Beautiful, safe, tropical beach, quiet resort, best international cuisine and service. Write for information: Mazatlan, Sinaloa, Mexico.

SUITS US FARM—for small fry and their parents. Baby animals for cuddling, heated pool, tennis, luscious food, modern facilities. Weekly, adults $45, children $30. Alexander Rabeler, Bovina Center, N.Y.

RELAX-BY-THE-SEA at superb Maine resort less than two hours drive from Boston. Excellent cuisine, championship putting green, swimming pool. The Lookout Hotel, Ogunquit 2, Maine.

CHAITS. Modern, Informal. Integrated. Art Classes. Swimming, Tennis, Folk Dancing, Day Camp. Accord 5, N.Y. Telephone 914-626-7373.

VERMONT—Summit Lodge, in the heart of the Green Mountains, offers you a heated pool, fishing, lawn games, buffets by the pool and delightful accommodations. Sailing and golf are nearby. AAA. Monthly rates. Write Summit Lodge, Dept. H, Killington; call 802-422-3300.

WINDY HILL, *RD, Box 160, Walden, N.Y. Records,* books, lake. Informal. Telephone: 914-562-1232.

CANOE TRIPS OUTFITTED—everything furnished, $6.50 daily. Beautiful wilderness country. Free information: Border Lakes, Box 569, Ely, Minnesota.

VACATIONS

RECREATE AT RAINBOW LODGE, Mt. Tremper, N.Y. Quiet. Casual. Trout streams, filtered pool, private baths. American Plan. Air-conditioned bus connections. Brochure.

VACATION POTRIPS—Western states. Five day pottery making field trips. Riegger Workshops, Panoramic, Mill Valley, California.

REWARDING PROGRAM, gourmet table, schoolteacher prices: Brochure: EMERSON FINE ARTS CENTER, York Harbor, Maine.

NO COCKTAIL LOUNGE—the warmth of spirit obviates the need for spirits. Clean, comfortable guest accommodations, and a well-set table in a dining room that takes its beauty from breathtaking view of 7,500 mountaintop acres. All sports, including golf, tennis, boating, fishing . . . and more. Hay rides, cook-outs, nature walks, movies, ping-pong, children's programs, and so forth. AND lectures, seminars, workshops and other activities designed to refresh you culturally and spiritually. Not expensive, compared to other resorts. 450 guests; many of them get to be best of friends, and bring others. Come for a day—you'll be back! Lake Mohonk Mountain House, Dept. SR, New Paltz, N.Y. . . . 90 miles from NYC. 914-256-2211.

KINAPIC LODGE. Lake Kezar, Lovell, Maine. American-Jewish cuisine. Cottages, private bath. Golf, tennis, beach, water skiing. Couples, families $90+ weekly. Opens June 26th. Long Island Phone 516-TN 8-4057.

FAMILY VACATIONS! Aloha Manor, Lake Morey, Fairlee, Vermont. *Informal Resort (bungalows: fireplace,* bath). Also "Sleep Away" or Day Camp. Water Sports. Pony. Crafts. Tennis. Trips. Golf and Dartmouth Summer Theater near. Excellent food or housekeeping units. Mrs. Gulick Pierce, 802-333-4478.

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FALL UNDER THE SPELL of the sea as did writers of old at this distinguished resort on Cape Ann. Quiet, restful. All rooms, suites with private baths and telephones. Broad porches. Excellent food. The Ralph Waldo Emerson, Rockport 2, Massachusetts. Tel. 617-546-6321.

ONLY THE HOSPITALITY is old fashioned. Private *pool, free golf, located in the White Mountains.* Bountiful Yankee meals. The New England Inn, Intervale 9, New Hampshire.

SAND BEACH FARM, Stonington, Maine. John Marin scenery. Beach private. Food, heavenly. Cool, quiet, comfortable.

STEPHANIE AND PHILIP BARBER invite you to vacation luxuriously, calmly, actively, lazily, musically, flexibly at WHEATLEIGH in Lenox, Massachusetts, where a countess once dwelled. Do write—we'll send the Wheatleigh, the jazz, the folk, the Tanglewood folders, yes.

COLONIAL CHARM midst wooded Litchfield Hills. Casual atmosphere—Luscious Food—Pool—Summer Theater and Auctions: Golf, Riding nearby. Mary Fisher, Bantam, Connecticut. 203-567-9127.

QUIET, ELM SHADED *location near ocean, art galleries,* shops, wharves. Small inn, apartments and motel with or without meals. Open all year. Tuck Inn Lodge, Rockport 2, Massachusetts.

SMOKY MOUNTAIN house-keeping cabin, 2 bedrooms, all conveniences, beautiful view. $60 week. G. Caldwell, Melvin Road, Maryville, Tennessee.

SUMMER STUDIES ABROAD

EXCITING EUROPEAN TOUR for Mature Students, *July 24th to August 28th. For information write:* Schiller College, 7121 Kleiningersheim/Neckar, Germany.

ENGLAND. Wroxton College, Wroxton Abbey in beautiful and historic Cotswolds near Stratford and Oxford. Shakespeare and contemporary British literature. Second session August 2nd-29th, six credits. Write Graduate School, *Fairleigh Dickinson University,* Rutherford, New Jersey.

GERMANY—Two five-week summer courses for German (3 levels). Neckar Valley castle. Transportation arranged. Schiller College, 7121 Kleiningersheim, Germany.

TRAVEL

HIGHROAD TO ADVENTURE! Off-the-beaten-track travel. Cycle, hike, camp in the out-of-doors. August Specials to Europe! Switzerland-Rhine Valley, Mediterranean Odyssey, Slavic Sojourn, Hosteling Holiday in England. Explore exciting new horizons with small congenial groups and trained leaders. Send for illustrated folder, "SRA." American Youth Hostels, Inc., 14 West 8th Street, New York, N.Y. 10011. Member of International Youth Hostel Federation. Nonprofit.

SAIL AWAY on SHENANDOAH. 5 glorious days of romantic adventure along the warm Southern New England coast. Good food, comfortable accommodations on new 108-foot topsail schooner. COASTWISE PACKET, Dept. 29, Vineyard Haven, Massachusetts.

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HUDSON VALLEY GUIDEBOOK tells all. 160 pages of detailed descriptions and directions to 386 historic sites, restorations, picnic spots, golf, etc. $2 postpaid. Satisfaction guaranteed. David H. Link, Amenia, N.Y.

NEW YORK CITY, HOTEL BEDFORD, 40th Street, Just East of Park Avenue. For the discriminating guest who prefers a quiet and gracious hotel in the midst of New York's most convenient Grand Central area. Only one block from non-stop subway to the World's Fair . . . near all shopping and entertainment. Beautifully decorated rooms and suites . . . featuring fully equipped kitchenettes . . . private bath, air-conditioning and TV. . . . Ideal for families . . . Moderate rates. Continental Restaurant and Cocktail Lounge. Write Dept. SR for *brochure.*

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DON'T BE TONGUE-TIED ABROAD. Take along Harper's Phrase Books for France, Germany, Italy, Spain, Portugal and Holland and enjoy the thrill of being understood. Set of six, only $3.95 postpaid. Warne, 101 Fifth Avenue, NYC 10003.

***RYDE'S TOURS*—EAST AFRICA.** *Thanks Saturday Review* readers for completely booking Tour #1. We have 2 seats available on Tour #2, starting July 18th. For full details write: E. Mitchill, 320 North Poinsettia Place, Los Angeles, California 90036.

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WHY NOT THIS SPRING? . . . Enjoy hobbyist, professional painting and crafts classes, Spanish, writing, history; MFA program. Theater season, field trips, fiestas, sunshine. Mexico's finest town! Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

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KINGSLEY DOUBLE-CROSTIC NO. 1628

Reg. U. S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. American journalist, ambassador to Great Britain 1905-12 (full name).	4 105 191 123 61 160 83 184 91 19 8 130
B. Vigilant (3 wds.)	34 38 43 54 165 183 156 29 79 44
C. *Consolidated.*	96 138 30 87 185 106 10
D. Rested on a joint of the ginglymus type.	162 9 168 31 84
E. God-maker.	147 102 74 141 77 85 128
F. *Brief space of time for* which no regular occupation is planned (2 wds.)	132 117 196 82 179 136 5 56 111
G. Age at which Julia Ward Howe was awarded her last honorary degree, by Smith College (comp.)	148 81 146 125 23 172 17 48 66
H. Number of performances, including two repetitions (3 wds.)	63 26 181 45 71 75 11 110 88 78
I. Employing orderly procedure.	166 25 151 194 189 98 37 144 158 104
J. *What Doctor Johnson's* "old friend, Mrs Carter," could do for Epictetus as ably as she could "make a pudding."	1 143 129 60 47 121 171 176 152
K. Excels in any way.	86 42 167 15 2 55 16 118 28
L. *Instrument with which* Swift said a certain woman must have thrown on her clothes (Dialogue in *Polite Conversations*).	126 72 101 53 108 140 64 119 192

DEFINITIONS	WORDS
M. Intangible thing which Nietzsche said "can shatter and transform us" *(Eternal Recurrence).*	7 124 195 52 39 134 18
N. Economical pattern of utilizing space perfected by certain insects.	76 142 92 32 157 35 49 97 41
O. Utmost limit in any direction.	193 20 33 100 131 178 163
P. Temporary alliance for joint action.	22 27 103 122 109 89 59 182 73
Q. Hindu's word for worldly success.	197 180 50 36 12
R. Byron's phrase for an entertainment causing loss or suffering to those who provide it (borrowed as title of very successful movie, 1953; 2 wds.)	169 149 51 93 174 112 154 67 161 62 145 198
S. Urged on, or teased painfully, as by spurs or other sharp points.	116 90 69 155 186 3 175
T. Indubitably; in a manner incapable of error.	14 13 133 21 58 80 46 188 94 164
U. Having permanent worth.	70 137 24 115 173 65 190 99
V. Connect together in thought.	120 6 107 177 57 150 113 153 139
W. Flagging of energy.	187 127 95 159 68 114 135 170 40

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second and Third Editions.

				1 J	2 K	3 S		4 A	5 F	6 V	7 M		8 A	9 D	10 C	11 H	12 Q
13 T		14 T	15 K		16 K	17 G	18 M		19 A	20 O	21 T	22 P	23 G	24 U	25 I		26 H
27 P	28 K	29 B	30 C	31 D	32 N		33 O	34 B		35 N	36 Q	37 I	38 B	39 M	40 W		41 N
42 K	43 B		44 B	45 H		46 T	47 J		48 G	49 N	50 Q		51 R	52 M	53 L	54 B	
55 K	56 F	57 V	58 T	59 P	60 J	61 A	62 R		63 H	64 L		65 U	66 G	67 R	68 W	69 S	70 U
71 H		72 L	73 P		74 E	75 H		76 N	77 E	78 H		79 B	80 T	81 G	82 F	83 A	84 D
85 E		86 K	87 C		88 H	89 P	90 S	91 A	92 N	93 R	94 T		95 W	96 C	97 N	98 I	99 U
100 O		101 L	102 E	103 P	104 I	105 A	106 C	107 V		108 L	109 P	110 H		111 F	112 R	113 V	114 W
	115 U	116 S	117 F	118 K	119 L		120 V	121 J	122 P		123 A	124 M	125 G		126 L	127 W	128 E
129 J	130 A	131 O		132 F	133 T		134 M	135 W	136 F	137 U	138 C		139 V	140 L	141 E	142 N	143 J
144 I		145 R	146 G	147 E		148 G	149 R	150 V	151 I	152 J		153 V	154 R	155 S	156 B	157 N	
158 I	159 W		160 A	161 R	162 D	163 O		164 T	165 B	166 I	167 K	168 D	169 R	170 W	171 J	172 G	
173 U	174 R	175 S		176 J	177 V	178 O	179 F	180 Q	181 H	182 P	183 B		184 A	185 C	186 S	187 W	
188 T	189 I		190 U	191 A	192 L	193 O		194 I	195 M	196 F	197 Q	198 R					

Solution of last week's Double-Crostic will be found on page 16 of this issue.

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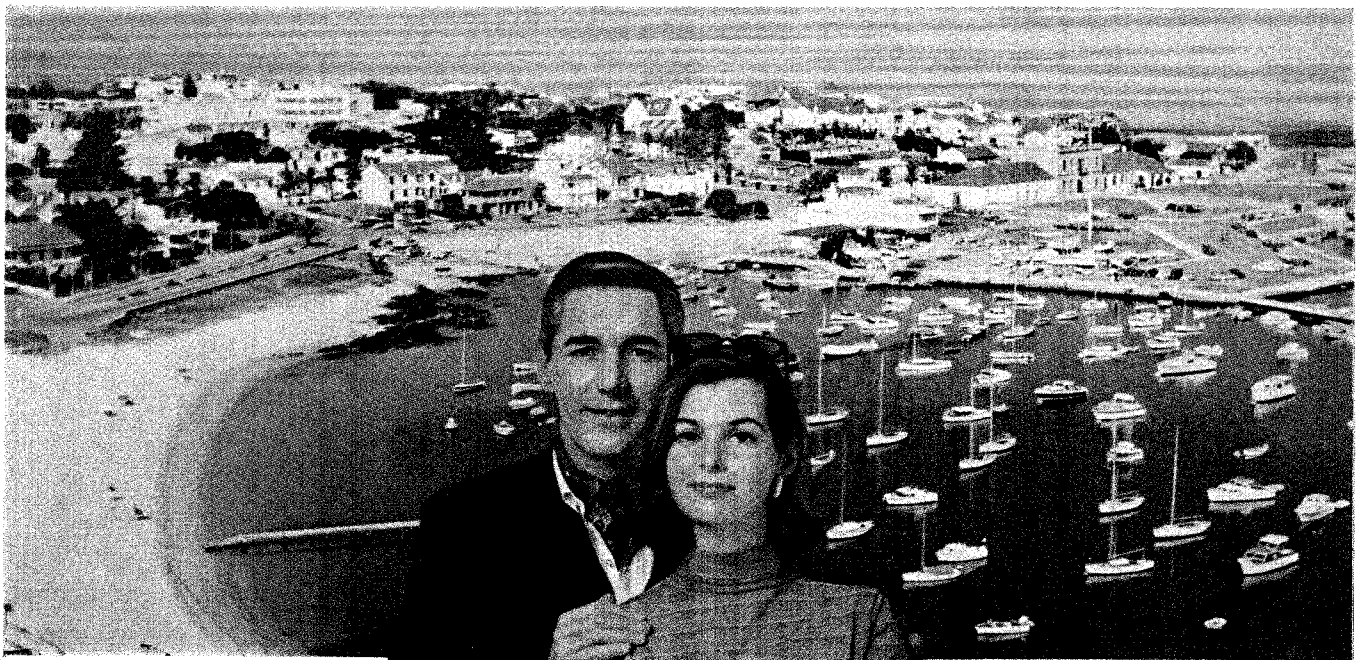
We thought we'd seen everything.

Then we saw Punta del Este.



We had taken several long looks at the White Cliffs of Dover. We had watched the dawn come up like thunder out of China 'cross the bay. And we thought we had seen everything in between.

Then, one cold day last December, a doctor friend embarked on a nonstop travelogue about a warm place called Punta del Este and, before he was through, we'd made up our minds to fly to South America to find it.

Punta del Este is, it turned out, just a short drive from Montevideo, the capital of Uruguay, which is a pleasant Pan Am flight from New York.

Like most of the shoreline around Montevideo, Punta del Este is miles of soft, white beaches, with temperatures rarely above 80, and life in general an utter whirl.

You can take in a polo match as easily as a regatta and, for do-it-yourself people, there's everything from golf to aquaplaning. The casinos are marvelous and the people unpretentious.

Prices are almost too low to be true. For instance, a comfortable room for two costs as little as $6 a day.

But don't get the idea Punta del Este is all there is to South America. There's a lot more. And it's easy to see.

Pan Am can show you everything from Caracas to Brasilia, Rio, Montevideo and Buenos Aires.

And, from there, you can fly Panagra west to Chile and its Swiss-like lakes, north to Lima, then on to Ecuador for snow-topped volcanoes and a red-rooftopped city called Quito.

We flew home from there—convinced we'd seen everything.

A brief airline commercial: Nobody knows South America like Pan Am-Panagra. This is the only airline system that can fly you completely 'round the continent. Fast Jets, frequent flights, a wealth of experience, plus the utmost in passenger comfort. You can see both coasts for the price of one on a round-trip ticket to Buenos Aires. See the East Coast with Pan Am, the West Coast with Panagra. Go one way, return the other. You can do it for less than you've ever dreamed. For instance, the new 30-day Jet economy excursion fare 'round the continent is just $550 from New York, $520 from Miami, $674 from Los Angeles.

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